

DON'S DIARY

MONDAY

When I was a child living in Newcastle upon Tyne, Monday mornings were always referred to as "work, school and washing". As far as I was concerned work and washing were things which were done by other people and I didn't really mind going to school, but often new on Monday mornings an old song by the Boomtown Rats called "Tell me why I don't like Monday" comes into my head. Why?

After walking into an office which has recently had a sub-zero temperature after being closed up all weekend, I go along the corridor to fill the kettle and make a brew as it is called in this part of the country, after which I steel myself to go into the principal's office. Even before I go in I know what I am going to find: a tray overflowing with letters and papers which he has worked on over the weekend, and oh no, the dreaded tape! Although in reality it only measures one inch by two, to me it represents a monster, sitting leering at me from the top of the pile.

Back to my office to sort out the mess. Everything marked out to a member of staff is put into a tidy pile, all the right way up which wasn't how I found them. Then I go through into the general office to sort them into the various departmental trays ready for collection by the heads of department, when they arrive.

My next job is to look through the diary and take out any papers which have been put in it. I then go "forward" for that day. By this time the morning mail has been brought in and I quickly read through it to see if all the papers need the attention of the principal.

Two rings on the buzzer in my office means that he has arrived and would I go into his room complete of course with diary, notebook and the morning mail - the time is now 9am. There then follows 15 minutes of very quick dictation prior to the start of the weekly heads meeting.

Back to my own office - where to start? I usually decide on the dictation because, as you have probably guessed, I don't like working from tapes.

You can bet as soon as I get the first sheet of paper in my typewriter the telephone starts to ring. Everyone seems to start off the week with the good intention of getting all their calls out of the way as quickly as possible.

As the principal can't take calls when he is in the meeting, unless of course it happens to be the Prime Minister, they all come through to me. The next hour or so is spent dealing with what I call, taking messages from the people. I am unable to deal with myself and promising to ring back when he is free. Roll on 12 o'clock - then I can go for my lunch. If I get out on time.

Approximately 10.45 and the heads meeting is finished at last - time to go back into the principal's room to finish the dictation started earlier in the morning. We are constantly interrupted by not only the telephone ringing, but also people knocking on the door, those with appointments as well as those without, just calling in the off chance.

I tell there thinking of all the work I have got to do and wishing I could get on with it. I remind myself not to forget I have to book a room for lunch on Thursday, see what I want in the way of food, type it up and have it posted.

At last I see my chance to escape when I realize a certain telephone call is going to be a long one and make my way back to my own office and attempt to get on with

some work. By now it is almost time for lunch, or at least a mad dash into town to do some shopping in what is left of my hour off.

Coat on, shopping bag picked up, about to lock the door when two rings on my buzzer! "Elsie, as I have an out-of-college appointment straight after lunch, would you mind staying on a while so I can dictate an urgent letter please?" asks the principal. "Are you going into town? Do you think you could do a couple of errands for me?"

Thank goodness he won't be back immediately after lunch: perhaps I will get the chance to actually get the dictation machine on to my desk and make a start on the "monster".

FRIDAY

I arrive at college half an hour early and decide to put the time to good use by attacking my filing which had been mounting up steadily all week. Before sorting through the morning mail, I had made a rough plan of what we had to do this morning, including three articles which he has been trying to dictate since Christmas.

Looking through the diary, the day doesn't look too bad - only three appointments and a lunch meeting. As usual the best laid plans of mice and men... The prearranged appointments go according to plan albeit a little late because the principal has to meet a member of Her Majesty's Inspectorate who called into college to see the vice principal. And of course other members of staff turn up to ask me if they can see him, just in case he is free, and asking the question: "Is he busy?" It's about time the staff at this college knew the principal is always busy!

While he is seeing the various members of staff I am trying in vain to hire a car for him for the day so that he can get down to Wrexham after lunch in time to attend a conference which starts at 7pm. Alas no luck, so then I have to check departure and arrival times of trains, order a taxi to get him to the nearest mainline station and then drive away and telephone the conference centre to alter previously made arrangements.

At the same time I am typing back the dictation given to me earlier in the morning. Oh dear, I need some photocopies done, which necessitates walking down seemingly endless corridors, battling through crowds of students who are on their break, and then finding a long queue at the copying machine, where I patiently stand waiting my turn. A voice from the technician's office shouts: "Elsie, you are wanted on the telephone." Please would somebody keep my place in the queue!

At last, time to drink a cup of coffee, lukewarm because the telephone has never stopped ringing! Oh yes, mustn't forget to get a key for the general office so that the principal can get in on Sunday in order to sort through the weekend post. He has missed his other.

For about the third time this morning I am summoned to the principal's office and told: "We really must do those articles before I leave." Right, we will make a start - the time now being 11.45.

Pencil poised I wait expectantly, only to be interrupted once again by the telephone and I end up practically throwing the principal out of his office in order to ensure he gets to his luncheon meeting on time; shouting to him not to forget his notes etc for this evening's conference; and more importantly, not to forget to bring them back, which is one of his unfortunate habits.

His first words to me when he returns from a trip very often are: "You'll never guess... but I do it's not too bad if they are left somewhere local, but when he starts leaving things in Spain, United States and on a kibbutz in Israel, they certainly take some tracing!

The article? We never did get them done, but who knows we might have more luck next week and I am keeping my fingers crossed that he doesn't decide to dictate them on a tape!

- Elsie Barrass

The author is secretary to the principal at Nelson and Colne College, Lancashire.

New mature student targets

by John O'Leary

New measures to promote continuing education and cut down on bureaucracy have been agreed by the National Advisory Body. But a radical proposal designed to force institutions into a closer relationship with industry has been toned down.

The NAB's commitment to continuing education will be underlined in the next major planning exercise (for 1987/88) with the introduction of separate targets for the recruitment of mature students. The NAB committee agreed at its meeting last week to go ahead with this move in preference to weaker measures to encourage the recruitment of older students.

The committee also accepted recommendations for a new course approvals system, which would give automatic approval to new courses satisfying certain preconditions. A

substantial proportion of courses would satisfy these tests where degree work is already present in the subject area proposed.

Pilot studies in the Southern and Yorkshire and Humber regional advisory councils persuaded the NAB to experiment with the new system for two years. They showed that most of the courses which would qualify for automatic approval passed the existing tests.

Mr John Bevan, the NAB secretary, said it was hoped that cutting down on the bureaucracy connected with course approvals would encourage polytechnics and colleges to make more changes to courses, making them as up-to-date as possible.

The NAB has drawn back from imposing a further funding change, which would have held back at least one per cent of the advanced further education pool to create an initiative

fund. The NAB would have identified a different area of activity each year and invited bids for allocations from fund, drawing on outside bodies selecting the beneficiaries.

The plan came from a NAB working group on industrial, professional and commercial links, chaired by Sir John Chilver, vice-chancellor of the Open University. While the board and committee of the NAB both shared the working group's desire to stimulate new work in industry-related areas, neither was prepared to sacrifice existing courses on an annual basis.

Instead, the committee is likely to stress the need for greater awareness of the needs of industry, commerce and the professions. A first of the letter was discussed at a meeting on Tuesday of the chairman's working group and will go to a board meeting next week.

Edinburgh bars Mandela from election

by Olga Wojtas
Scottish Correspondent

Edinburgh University students have been shocked by a decision to bar the jailed black South African leader Mr Nelson Mandela from their electoral elections because his nomination is invalid.

The election regulations require nominees or their representatives with legal power of attorney to sign an acceptance form. Lord Bethell, vice-chancellor of the European parliament's subcommittee on human rights, last month visited Mr Mandela with the nomination form, but the prison authorities refused Mr Mandela permission to sign it. However, Mr Mandela verbally accepted the nomination.

A fortnight ago the university received a letter from Mr Mandela's lawyers, repeating his wish to stand and saying a letter of confirmation would follow. This letter never arrived and it seems the students assumed that under these circumstances the elections rules could be waived.

However, a university official said that in the absence of any signed confirmation, no nomination could be accepted. The regulations clearly stated that telegrams and telegrams were not valid and had the nomination been accepted this could have invalidated the electoral elections.

Edinburgh's students' association is to hold a general meeting on Monday with an emergency motion condemning Mr Mandela's "unjust



Mandela: imprisoned in South Africa

disqualification" and calling for the Mandela campaign to take part in the hustings. Mr Neil Dalgleish, honorary secretary of the students' association said: "What we are most worried about is how this is going to be covered in the press in South Africa."

The four candidates who will stand for the elections on March 8 are Ms Margo MacDonald, broadcaster and former Scottish National Party MP; Conservative MP Mr Teddy Taylor; BBC football presenter Mr Archie McPherson; and art promoter and artist Mr Richard Demarco.

The Mandela campaign has urged Ms MacDonald, in an open letter to the student newspaper, to withdraw from the electoral campaign as a mark of support for Mr Mandela, and be their nominee for rector's assessor.

But Ms MacDonald, the nominee of the campaign for a working rector, has said that staff and students are entitled to full representation on the university court. It would be more appropriate for the university to ask Mr Mandela to accept a fellowship.

Joke backfires on Steel

The leader of the Liberal Party, Mr David Steel, is not to become principal of St Andrews University.

But he does not intend this as a slight.

Mr Steel has been the victim of Westminster rumour-mongering, which suggested he was disillusioned as principal of St Andrews in 1986 on the retirement of Dr J. Steven Watson.

When questioned by the press, Mr Steel dismissed the speculation as

"black propaganda" and added: "I am rector of Edinburgh University and would not dream of going anywhere inferior."

This was duly reported in the *Dundee Courier*, enraging a number of readers.

Mr Steel has now written to the *Courier*, saying he is astonished that some people have taken his remark seriously. It was made in fun, although "such jests do not translate well into cold print".

Young denies compulsory youthscheme

Lord Young, the minister without portfolio, denied this week that he intended to make the Youth Training Scheme compulsory via the removal of supplementary benefits to unemployed 16 and 17-year-olds.

In reply to a letter from the National Union of Students expressing concern over the issue he said that the matter was still under review.



Flowers leaves CVCP early

Lord Flowers, chairman of the Committee of Vice-Chancellors and Principals, has retired from the post a few months early to recover from the heart attack he suffered last month.

His early retirement will also allow him to prepare fully for his appointment in September as vice-chancellor of London University, succeeding Sir Randolph Quirk.

Mr Maurice Shock, vice-chancellor of Leicester University, will serve as acting chairman. He is due to succeed Lord Flowers (left) as CVCP chairman in July.

AUT wants talks on merger plan

by Peter Aspdren

The Association of University Teachers has expressed its concern over some of the conditions of the proposed merger between University College, Cardiff and the University of Wales Institute of Science and Technology.

Union officers at local and national level are pressing for detailed negotiations on conditions of service at the new institution. They are also unhappy about the timetable for the merger.

A series of meetings has already taken place with heads of departments to draw up proposals for an academic plan by the end of the summer term. But the union thinks more time should be made available for proper consultation of its members.

The AUT is also worried about the conditions for choosing a principal for the new institution. The college's merger committee, chaired by Professor David Williams of Wolfson College, Cambridge, has called for a principal designate to be appointed by a special committee consisting of two lay members from each council, two members from each senate and the vice-chancellor of the University of Wales.

The committee will elect its own chairman and decide its own procedures - but the union has expressed concern over the likely secrecy of the process and is calling for an open competition following wide public advertisement and the compilation of short-lists of at least four candidates.

AUT officers will also be closely monitoring an appraisal of both institutions, to be carried out by Mr Stephen Dragg, former vice-chancellor of Brunel University, which has been requested by UWIST. The union says it is not clear why the appraisal is taking place and for whom.

Ms Tina Day, the union's national official for Wales, said: "We are seeking assurances on funding and academic government, and to negotiate new terms and conditions of service for academic and related staff, and their representation across the board."

The union's merger committee is due to meet again on Monday.

Small deal

A small business-centre has been set up at Warwick University with the help of a £150,000 sponsorship deal spread over five years.

The centre, called the Tughe Ross, will help to coordinate and focus the activities of small firms in the Midlands.

Figures of DES speech

by John O'Leary

One man's ambiguity is another man's truth, as they say in the Ministry of Defence. And this would appear to apply particularly in the area of university funding.

In the space of a fortnight the apparent increase in the universities' recurrent grant under Conservative rule has slipped from £144 million to a less impressive £16 million. But that is still quite an improvement on the 8 per cent cut acknowledged in last month's Expenditure White Paper, not to mention the various figures produced by the University Grants Committee.

There are a number of reasons for the discrepancies, all more subtle than the straightforward deception which many suspected originally.

The debate started in the wake of Oxford University's decision not to offer an honorary degree to the Prime Minister. The Department of Education and Science produced statistics showing that recurrent spending on universities had risen from £1,194

million in 1979/80 to £1,338 million this year, at 1983/84 prices.

A subsequent answer to a Parliamentary question put by Mr Harry Greenaway, Tory MP for Ealing North confirmed the figures, demonstrating at the same time how well chosen the base year had been. The 8 per cent cut quoted in the White Paper referred to a comparison with 1980/81, when university spending rose dramatically.

Comparisons with 1979/80 are reasonable enough since that is when the Conservatives came to power, but many of the decisions which caused such a sharp increase in their first year of office were taken during the Labour administration. Home student numbers rose by 10,000, for example, mostly as a result of previous increases working their way through the system.

Also in that crucial year for the calculation, the Association of University Teachers won a very large salary increase and other unions also benefited from the pay commissions of the time, adding some 15 per cent to the pay bill.

Mr Giles Radice, the Shadow

Education Secretary, succeeded in talking the numbers down somewhat by asking for the traditional adjustment to remove redundancy and restructuring payments from the equation and allowing for changes in tuition fees. That still produced an increase "in real terms" from £1,058 million to approaching £1,074 million over the full five-year period.

However, even that is not the end of the story because the deflator used to produce "real terms" is by no means the most appropriate one for university spending. The universities have their own index, accepted by the Treasury, which measures for movements in costs in the areas most relevant to their budgets.

That index shows, for example, that university costs have risen by more than a quarter since November 1980, while the recurrent grant has declined by the said 8 per cent.

That index would be very dependent on argument has been won. "We have made the point that they were misleading in the way that they presented the figures," he said this week.



Before and after: two television pictures and their corresponding cartoons, produced by Don Pearson and John Robinson at Essex University.



Essex calls up an image

Essex University has been given £15,926 by British Telecom to help fund a study of picture coding techniques over the next three years, which could lead to the transmission of images over telephone lines.

The project, which was described in last year's picture coding symposium in France, has particularly important implications for deaf people, who will be able to use the telephone for communication over long distances.

Dr Pearson, with his colleague Mr John Robinson, has just completed work on a major research project to convert television pictures into low data-rate cartoons suitable for transmission over telephone lines.

Their work, which was described in last year's picture coding symposium in France, has particularly important implications for deaf people, who will be able to use the telephone for communication over long distances.

Surprise appointment for new Scottish body

Dr Peter Clarke, principal of Robert Gordon Institute of Technology, is the surprise appointment as chairman of the new Scottish Vocational Education Council.

Members of the Scottish Business and Technical Education Councils, which merged in April to form SCOTVEC, had expected the post to go to an industrialist. However, Dr Clarke, who has held posts in industry as well as education, and is already a member of SCOTVEC, has been welcomed as

chairman by both councils. There had been some alarm over the appointment: both councils had repeatedly asked the Secretary of State for Scotland, Mr George Younger, to make the post an elected one.

When the councils resigned themselves last autumn to accepting a Government appointment, the chief officer of SCOTVEC, Mr Andrew Moore, warned that there could be "a real future" depending on the choice.

But Mr Moore said this week that

Coal board data is dubious, say scientists

by Peter Aspdren

Figures and arguments produced by the Government and the National Coal Board over the issue of pit closures are misleading and dubious, claims a report produced by a group of social scientists from University College of Wales, Aberystwyth and Middlesex Polytechnic.

The report questions several assumptions underlying the board's calculations which attempt to prove the case for closing "uneconomic" pits, and argues that the current crisis of over-capacity is being maintained and intensified by the management's strategy of investment in new capacity.

The report has been produced by Mr John Williams and Mr Karel Williams of the department of economic and social history at Aberystwyth, former research student Mr Colin Haslam and Mr Tony Cutler, from Middlesex Polytechnic.

Mr Karel Williams said the report showed that the Government had the luxury of choice between basing future energy policy on coal or on nuclear power - but it could lose its power to choose if it went ahead with the proposed pit closure programme.

"Pits are not like factories which you can close and then easily reopen - we would be closing off our options for good," he said. "The point we are trying to make is that the Government and the NCB are pretending that there is one clear, unambiguous set of figures for establishing profit, and they are basing all their arguments on this. We have questioned that assumption."

Mr Williams said he found it inexplicable that after the slump in demand

for coal the coal board refused to use rephasing of investment as a remedy and continued its programme of new capacity, not even bothering to introduce a freeze plan.

The report also claims the Government has made the question of uneconomic pits a "bogus issue". "They claim the high cost pits are those which are labour intensive and, by using traditional accounting methods, underestimate the costs of capital intensive pits," said Mr Williams. "We are asking if operating costs are a sensible basis on which to make closure decisions at all."

He also said that overreliance on the new "super-pit" network would be a dangerous policy. "It is a high risk policy - by putting all our eggs into one basket we would be very dependent on changes in interest rates and on working to full capacity."

The analysis looks at the example of the new pit at Selby which it says would be unprofitable if modest changes were made in the "grossly optimistic" Government forecasts.

Finally, the report criticizes the Government's projections on nuclear power. "We should choose coal, not because it is cheap, but because nuclear power is bound to be so much more expensive," said Mr Williams. "The whole issue is one into which academics are now beginning to jump, after the continual conflict between the NCB and the NUM," he added.

The Aberystwyth Report on Coal, price £2.50, is available from the economic history department, University College of Wales, Aberystwyth.

Manchester to take soundings on post-16

The whole future of post-16 education in Manchester was expected to come under examination yesterday at the first of a series of public meetings organized by the City Council.

The city's plans for post-16 education involves a reorganization of the three sixth form colleges, three further education colleges, the county high schools which still have sixth forms and the city's community education service.

Speaking about the plans, Councilor Nick Harris, chair of the education policy subcommittee, said that they were determined to have an education service for the city's post-16 sector and community education suitable to the needs of the 1990s.

Basically the city's education committee believes that a tertiary system would best solve its problems but it wants to hear from local people about how the system should be organized before it makes a final decision.

The education committee has drawn up options covering three areas of the city. Its own preferred formula is for a package which first involves the merger of the Arden and South Manchester Community College into a tertiary college maintained under further education regulations.

Second it wants North Manchester College to be amalgamated with Margaret Ashton sixth form college into a further education institution. This would involve the transfer of some work to the North Area of Continuing Education to give the colleges distinctive roles.

Third it proposes that the three high schools with sixth forms (Burnage Boys, Whalley Range Girls and Parris Wood at Disbury) to provide only for pupils aged 11 to 16, and fourth it suggests that the Shene Simon sixth form college should be run under further education regulations.



Brain damage research backed despite monkey controversy

Glasgow University's court has backed the continuation of controversial research between its department of neurophysiology and the University of Pennsylvania which involves brain damage experiments on monkeys.

And the court has condemned the Scottish Anti-Vivisection Society, which first highlighted abuses in the research, for its "harassment of university staff and their families".

Several months ago, the society released videotape stolen from Pennsylvania which showed malpractice at Pennsylvania. The society also claimed that baboons and monkeys who were subjected to pressure to create brain damage, were being humanely treated.

The university set up an ad hoc group, which included the professors of zoology, anaesthesia and moral philosophy, to investigate the collaborative research, and its report to the court, which has now been accepted, backs continued collaboration.

The university maintains the malpractice was due to a single unsatisfactory member of the Pennsylvania research team, who no longer works there, and denies the anti-vivisection society's claim that the animals are not properly anesthetized.

The court did not accept an offer from the society's secretary, Mr John Robins, to screen 70 videotaped hours of

videotapes of the experiment. The society has been conducting a leaflet campaign in the neighbourhoods of the two Glasgow professors prominent in the joint research, Professor James Adams, and Professor David Graham. It has now extended this to Professor Bryan Jennett, dean of the medical faculty, who chaired the ad hoc committee.

The court says it takes "grave exception to the charge that any employees fall short of their critics in a humane concern for life in all its forms," and adds that "unlike their critics, university staff have their professional status to defend in undertaking such researches and in associating themselves with the findings of the ad hoc group."

The collaborative research has already led to better understanding of brain damage, the court says, and the next phase of the experiments will depend largely on experiments on rodents and crayfish.

Glasgow students' rents stifle, which began this term, seemed to end this week following the court meeting. Students protested that their hall fees were the highest in Scotland.

The court decided there should be a rents freeze in catering halls of residence, and a 2 per cent increase in self-catering halls, compared with previous increases of 4 per cent and 6 per cent. Hall terms are also to be extended by two weeks.



Children at Penwortham County Primary, Preston were given a chance to model fantasy clothes exclusively designed for them by 34 first-year fashion students at Lancashire Polytechnic.

The collection for children aged from six to eleven ranges from sports leisurewear to multi-coloured party dresses and reflects the type of clothes the children would like to wear.

Joint effort on engineering design initiative

The Science and Engineering Research Council and the Design Council are joining forces to mount an initiative to promote research and teaching in engineering design. The scheme will centre on a new engineering design coordinator, funded by the SERC, but working out of the Design Council's London office.

The move is a somewhat muted response to the recommendations of a report commissioned by the SERC's engineering board from a group under Sir Robert Lickley in 1983. Sir Robert recommended that there should be a new directorate within the SERC, "to establish design as the integrating theme of all engineering disciplines, and to improve the general quality of British design."

Special directorates have become the recognized device for the engineering board to channel cash into priority areas, including information technology, biotechnology, and polymer engineering—the latter recently transferred to an independent operation with backing from the polymer industry and the Department of Trade and Industry.

But the plan for a design directorate foundered in the face of objections that it would mean too many special initiatives running at once, that civil engineering had prior claim on the next directorate, and that design was too diffuse and important to be confined to a single area. An alternative

idea for a collaboration with the Department of Trade and Industry akin to the successful teaching company scheme also failed for lack of DTI funds.

SERC officials now say the design coordinator's job will help fulfil the Lickley report's recommendations. The person appointed, who will command a professional salary, will have to encourage higher education institutions to increase the prominence of design in engineering education and to submit more grant applications to the SERC for design and development.

The SERC takes the view that this will achieve the desired result, along with the engineering board's declared wish to give more weight to design, and changes in the general climate fostered by other bodies like the Engineering Council.

Sir Diarmuid Downs, chairman of the engineering board and a member of the Design Council, said the board was defining design to cover electronic and process engineering as well as mechanical and civil engineering projects.

He said the coordinator would report to a management committee chaired by Professor Michael French of Lancaster University, and including SERC and Design Council representatives. The two councils recognized that the scheme's success depended largely on the individual chosen for the job.

Talent call from Butcher

A call for industry to use young design talent and for students to be given greater work experience came from the under secretary of state for trade and industry last week.

Speaking at the launch of a new Business and Technician Education Council publication *Design by experience*, Mr John Butcher said colleges were providing some first rate design work with innovative ideas, flair and creative skills.

"But if design education in this country has a fault, it is that the students are not sufficiently trained in the ways of industry and commerce, planned work experience is the remedy," he said.

Mr Butcher added that industry and education had been equally guilty in the past of dividing the practical and the academic into separate pigeon-holes. Design should be the fusion of the two, in other words it was a key technique in helping us produce goods and services which would sell.

Mr Peter Brooke, the under secretary of state for education and science, was fully supportive of the BTCE initiative of bringing education and industry together. Some industry graduates were not sufficiently aware of what design education could provide.

Mr Brooke said that the BTCE initiative was a positive contribution to the design education of young people.

to the scheme, my department has arranged to take two HND students from the London College of Printing in April to gain some work experience in our design department," Mr Brooke announced.

The book has emerged as a result of a series of BTCE seminars on design by experience held last autumn all over the country. The immediate objective was to ensure that each of the 3,000 design students taking BTCE HND courses would get six weeks' work experience.

Mr James Plutchik, chairman of the BTCE board for design said that their information was that about half of the students on HND design courses currently gained work experience. Figures were not available but an analysis was under way.

He pointed out that a survey of HND students who qualified last June showed that four out of five had got jobs, 92 per cent in fields directly related to their studies. Altogether 2,470 students came out of the course and only 133 are unemployed.

Mr Neale Raine, chairman of BTCE by experience, said the success of design by experience would be followed up next year by the launch of a series of meetings and events under the title of "Engineering for Change".

Advertising body slams prospectus

by Peter Aspdon

A prospectus issued by Somerset Independent University for potential students should make clearer the differences between its degrees and those awarded by chartered universities or other recognized establishments, the Advertising Standards Authority has ruled.

The authority has upheld a complaint by the "Committee of Vice-Chancellors and Principals, which objected to the prospectus because of its misleadingly high claims for its education system—specialty those unfamiliar with Britain's higher education system—might think the university was an established body.

They might also think its degrees were comparable to those awarded by recognized universities and that its academic standards were subject to outside scrutiny, warned the committee.

The vice chancellors particularly objected to a paragraph in the prospectus describing the university's power to confer degrees.

The ASA, upholding the complaint, said the university's description of its unofficial status might have been misleading to students. The university said in the prospectus that its "approach to degree programmes is innovative and official recognition has yet to be achieved."

This paragraph, said the authority, would now be changed to read: "Somerset University was not established by Royal Charter and therefore official recognition has yet to be sought."

The ASA's ruling concluded: "The authority was greatly concerned that unsuspecting students should not be misled and asked the advertisers to bear this in mind when preparing future literature and to make, especially clear the differences in status."

Mature students invade council meeting

by Olga Wojtas
Scottish Correspondent

More than 300 mature students whose grants were unexpectedly cut by the NUS, invaded the Scottish Council meeting in protest at the cut.

The students invaded the council chamber, and the meeting was halted when they refused to leave. Council members were asked to push their way out of the chamber.

Strathclyde sent letters on Christmas Eve to around 400 students, saying it had overruled grants for the past three years, giving mature students an automatic allowance for living away from home. The council was now

NERC's water man will make waves

by Jon Turney
Science Correspondent

There could scarcely be a greater contrast between Mr Hugh Fish, the new chairman of the Natural Environment Research Council, and his predecessor, Mr Fish, a square cut Yorkshireman, succeeds Sir Hermann Bondi, the rotund Viennese intellectual, in what has become the hottest seat in the research councils.

Sir Hermann's intellectual agility, his ability to tackle the council's science on equal terms with anyone, were unrivalled. But no one ever accused him of striving officiously to keep abreast of management and administration. Mr Fish, by contrast, has spent his career working his way to the top of the Thames Water Authority—a most demanding technical management position.

When Mr Peter Brooke, under secretary of state for education and science, speaks of sending signals to the research council system through appointments, the signal Mr Fish represents looks clearer than most.

The signal was blurred slightly by the conditions of the appointment. It was clear to all observers that the NERC was in deep financial trouble, and was the next target for "restructuring", in the jargon. Several prime candidates for the five-year chairman's term turned the job down. Hugh Fish, eight years a council member, and about to retire from Thames Water after a major reorganization within the authority, agreed to serve for a year while the search continued.

He knew he was not destined to be popular, with the council's controversial new corporate plan already on the stocks. But he is convinced drastic changes are needed, and has strong views on how to carry them out. "I've known for a long time we didn't have the type of management system the council needed," he says. "When things don't go as they should, it's very difficult to find out who is responsible."

And he defends his decision not to publish the much-leaked plan until last week, a little over a month before it begins to take effect. "I don't believe there is any sense in consulting everyone about formulation of general policy principles," he says.

Former colleagues recall this was very much his style at Thames Water. But they also stress that the reorganization Mr Fish instituted there, which meant loss of 1,000 out of 12,000 jobs in a year, was carried through without too much spilled blood. Once



Personal File

the goals were laid down, they were attained by persuasion, voluntary payment of retirement and natural wastage. This lends weight to his assertion that the rather more severe job targets set for the NERC can be met without compulsory redundancy, which he regards as crude and ineffective. It also suggests, as one Thames colleague put it, he will be helped by "determination, considerable personal charm, and plenty of gullie."

He is unlikely to want to linger long at the NERC, although he might be prepared to serve a second year, as there is plenty of scope for him to exploit his experience in the water industry as a consultant. He spent all his career in different authorities, after a degree at Leeds University and war service. He is known as a workaholic.

But he is clearly anxious to turn the NERC around to leave it on a sound footing. He rejects the suggestion the council should be fighting harder to increase its budget, saying the tide over money has been going on for a long time, and is lost for now.

The time to get tough about the budget share is when the reorganization has gone through, and the council can show value for money in all its work. He agrees that demonstrating greater efficiency puts the research councils in a double-bind—it might just offer an excuse for new cuts. Then he will fight: "If there are propositions that what we propose now is screwed down further, that's when I start to get angry."

British are tongue tied, says Quirk

A call for a new drive in the teaching and learning of foreign languages has been made by Professor Sir Randolph Quirk, vice-chancellor of the University of London.

Professor Quirk, who is also president of the Institute of Linguists, was delivering a public lecture on "Being tongue-tied" at the University of Warwick.

He stressed the dangers of insularity and the belief that English is an international language. "Despite the widespread use of English," spoken natively by 350 million people used additionally by perhaps another three or four hundred million for whom it is not native, the fact remains that the vast majority of people in the world do not understand English. To probably around 90 per cent of the world's

population English is as obscure as Korean is to us," Professor Quirk said. He added that all this boiled down to one message: "Whatever advantages foreign countries derived from access to the quasi-international language English, that same language could work and often did work to the nation's disadvantage. It was high time the British started to do seriously what was done in other countries, learn foreign languages."

Professor Quirk presented some bleak statistics of British achievement in languages. He said that in 1983 only 40 per cent of the 800,000 16-year-olds had done enough to enter for CSE or O level French; only 9 per cent had sufficient German to sit such exams; 2 per cent for Spanish; and less than 0.5 per cent had enough Italian.

One possibility may be for Strathclyde to set up a trust fund for the NUS, with the union then making payments to the students. But Mr Alan Smart, Scottish president of NUS, condemned Strathclyde for not trying to solve the problem more quickly.

"I'm convinced that now, after the demonstration, they're doing everything in their power to find a solution. But for almost the whole of January they sat on the issue and hoped it would go away."

Students were disappointed and frustrated, and at least four had already left their courses because of financial difficulties, said Mr Smart. Others had been waiting for a firm statement from Strathclyde, but now might well leave, he warned.

Injury factors revealed

by Patricia Santinelli

The majority of accidental injuries to Youth Opportunity Programme trainees could have happened to anyone working in the industries concerned according to a major analysis conducted by Aston University.

The analysis, which involved a study of 1,700 YOP accident injuries was presented to the Youth Training Board last week. It is expected to be published as a report by the end of this month.

The study is particularly important because it will influence health and safety guidance on the Youth Training Scheme. So far in the period up to December 1984, there were 515 minor injuries and 55 major injuries, but no deaths. Some 11 YTS placements were closed and 43 not accepted on health and safety grounds.

According to the Aston study, age was not found to be a significant factor within the accidental injuries cases. Most differences between YOP data and accident data for the total workforce were likely to arise from differences in the risks to which the respective populations were exposed rather than to the age of the population.

"However, in the absence of comparable data on age and risk exposure for like populations a study such as this can neither confirm nor deny that impression with any certainty," the study says.

Aston has produced a comparison of YOP accident injury rates with the Health and Safety Executive figures for the employed population generally but says it has strong reservations as to the validity of such an exercise because of significant differences in the distribution of the respective populations between industries, the classification used and the slightly different time span for which figures are available.

It says that of the total sample of 1,700 accidental injuries reported to the Manpower Services Commission, nearly 72 per cent would have been notifiable if the same accident had resulted in injury to an employee.

But the university also points out that attempts to classify the YOP accidents to make them comparable with HSE data revealed a number of areas of difficulty and apparent illogicality. For example, in the YOP sample, around 10 per cent of such accidents occurred in education and training where the trainees were "not at work".

As far as YTS is concerned, the Aston analysis identifies the following areas as requiring particular attention by providers. One is the need for trainees to use adequate protective equipment especially for the eyes, hands and feet, the second is control of horseplay and other improper actions — not named — through effective supervision.

Engineers 'need more resources'

New BEng courses validated by the Council for National Academic Awards will need more resources which should not be drawn away from existing public sector courses, according to the Association of Polytechnic Teachers.

Commenting on the CNA's BEng proposals, the association says that without more funding it doubts that the council's engineering degrees will reach high enough standards without making other courses suffer.

Food study plan goes into cold storage

A plan to set up a food studies centre within Oxford University has been shelved following controversy over the scale and character of the project.

A special meeting of the project steering group, which was headed by Lord Briggs, provost of Worcester College, decided last week that "it was inappropriate to proceed in present circumstances" despite interest reported from several large companies.

It is understood that a number of the senior dons involved simply withdrew their support for the project because of the way it was being approached, though in principle they remain committed to a centre.

ESRC unveils new-style PhDs

by Jon Turney
Science Correspondent

The Economic and Social Research Council has agreed to launch its new doctoral programmes — postgraduate research — with 40 awards this autumn. Half the first set of awards will go to four universities.

The awards are the first fruits of a long debate on the training of PhD students in the social sciences and follow recommendations of the Swinerton-Dyer report on postgraduate education and Lord Rothschild's report on the former Social Science Research Council.

The ESRC asked institutions for outline proposals in 1983 and whittled 160 submissions down to 23, whose

authors were asked for more details.

Ten institutions have now been selected to launch the new doctoral programmes. Four will receive twenty of the new awards, funded directly by the council. The four, chosen for proposals which entail interdisciplinary work are the universities of Edinburgh, Manchester, Sussex and Sheffield. Work at Sussex will be on social implications of technical change and at Sheffield on policy studies.

The remaining six institutions are the London School of Economics, the school of epistemology at Edinburgh University, Manchester Business School and the universities of Warwick, Reading and Bradford. These awards will go through ESRC committees in the normal way.

The course work on each programme will be drawn up by the institution and the council will not attempt to standardize the instruction in research problems and methods, though it has examined the programmes closely.

The new "American-style" PhDs are now the main plank in the council's strategy to improve submission rates among social science postgraduates. The idea of a four-year course, with a three-year research phase after a year of taught courses was floated a year ago, but will not be taken further because of the reduction in student numbers needed to fund extended courses. The council hopes a year's training will help students produce a thesis after the remaining two years of the standard grant period.

Pollution controlled at a distance

A unique transboundary partnership has been signed to provide open learning materials in pollution control under the Open Tech scheme.

It involves Imperial College, London, Loughborough University of Technology and Leicester Polytechnic in a £600,000 collaboration which aims to provide modules in all aspects of pollution by March 1987.

The polytechnic had been losing students from its part-time diploma in air pollution run with the Royal Society of Health because industry and local authorities had become reluctant to release people to study.

Meanwhile an EEC-supported research project at Imperial College, which looked at the training needs of British industry in pollution control, discovered that companies wanted new distance learning materials.

Mr John Clarke, project director and head of the polytechnic's educational technology centre said its contact with companies like ICI and Esso had attracted an enthusiastic response for new materials. The Open Tech was convinced that a wider package covering all aspects was needed and a consortium was set up.

Imperial College under Richard Macrory will be doing the sound, vibration and water pollution control modules. Loughborough University will provide under Sonia Withers the hazardous wastes control material while Leicester Polytechnic will do the water pollution control under Malcolm Fox and arrange the materials in text and video.

The project is one of the last under the Manpower Services Commission's Open Tech scheme to provide updating materials for technicians and supervisors.



Members of the project team on pollution control inspection

Mr David Tinsley, the Open Tech director, said that all the material was now tied up in producing and delivering course materials and 70 per cent of the projects were in further and higher education.

He expected the commission would decide within the next year whether the programme or something similar would continue. By 1987, when it finishes, the 120 projects will be expected to be self-financing.

Defence minister on attack after students stop talk

A barrage of flour, eggs and paint greeted Defence Secretary Mr Michael Heseltine when he arrived to take part in Glasgow University union's centenary debate last week.

Earlier, students at Strathclyde University had blocked the entrance to the debating chamber where Mr Heseltine was to address Strathclyde's Students' Conservative Association on defence policy.

After waiting for more than an hour Mr Heseltine cancelled his talk, saying police had advised him it was impossible to reach the debating chamber without risk of physical violence.

Later, he claimed the students' action showed the justification for the recent, midnight eviction of demonstrators at Molesworth. The protesters would have done the same at the Strathclyde students had they been given time to plan, he said.

Mr Heseltine's Molesworth training came in useful when he arrived at Glasgow University union and avoided being hit by sprinting energetically up the entrance steps. The Scottish Office Minister for Health, Mr John Mackay was however hit by a bag of flour.

There was no disruption within the hall — the three-hour debate on the motion "that this house regrets the absence of greatness in politics today" was before an invited audience.

But the protesters outside kept up their chanting, prompting Count Nikolai Tolstoy, grandson of the great novelist, to confess to "a certain nostalgia" — eating caviar in this great hall and listening to a howling mob outside.

The standing ovation went neither to Mr Heseltine nor the count; the audience's favourite speaker had had both a political and writing career—the former MP and novelist Mr Jeffrey Archer.

Asbestos cash agreed for poly

by Karen Goid

Wolverhampton City Council has agreed to spend £310,000 on removal, repairs and decontamination of the Wolverhampton Polytechnic art and design building where brown asbestos was discovered three weeks ago.

Decontamination workers supplied by the council have been at the polytechnic 24 hours a day removing students' portfolios and staff papers. The 450 art and design students have been moved to the polytechnic's state-of-the-art home Himley Hall.

Foundation course and final year students have already been offered an extra two weeks teaching during the Easter vacation and another two weeks in the summer to make up for lost time and work. Students on other courses will be allowed to make up the time next year.

All the work the students needed urgently has now been removed from the art and design building. The only things that could not be decontaminated were wet objects: either clay or paintings. The local authority has also agreed to set up a databank and screening process for students and staff if necessary.

The art and design building was totally sealed off by local authority officers over a weekend last month after one of its studio ceilings collapsed revealing panels of brown asbestos. The building opened in 1970, was found to have these panels on each of its seven floors, 90 per cent of them considered unsafe. But readings of fibre levels in the building were found to be low.



Losers claim foul in the penalty box

The former fringe issue of voluntary student unions is now on the agenda of student politics after last month's Federation of Conservative Students' "lobby for liberty" attracted 200 students to the hushed halls of Westminster. Banned MPs wandered through the smartly-dressed throng. "Not another National Union of Students lobby?" you could see them thinking. Of course not — there was not a single pair of jeans, not one dyed head of hair to be seen. Most of the lobbyists looked smarter than the average Labour back-bencher.

So what was it all about? At the "lobby" held at the House of Commons, the NUS and student union closed shop and stop them "wasting £40 million of taxpayers' money". It was all very exciting and one couldn't help but be impressed by their fanaticism.

The problem is, of course, that like most fanatics they are hopelessly wrong — or, rather they have applied a right principle to an inappropriate problem. In my view the FCS arguments in support of individual freedom are perfectly sound when applied to trade union membership and closed shop agreements. But student "unions" are not trade unions; and it is rather astonishing that the wise leaders of the FCS have been so easily fooled by those people who find it useful to say that they are.

The FCS talks about "coercion into membership" but what is it they mean? When one joins a trade union (so I am told) one pays over a membership fee, signs a membership form and is welcomed with open arms into the comradeship of workers' solidarity. One also accepts responsibilities to abide by the union rule book and accept the union's democratic decisions.

This is clearly completely different to the relationship between students and their "unions". No membership fee is paid; no application form signed; a student cannot be ordered out on strike or to a demonstration; cannot even be expelled; no contract is entered into; students are not "members" of the union — they are the union.

"Education," a wise old don once told me, "is more than facts and figures. It is also learning to be a reasonable and worthwhile citizen." One important lesson we all have to learn is that, occasionally, we cannot do as we please. Sometimes we have to submit our individual wishes to the will of the majority for, whether we like it or not, none of us are islands.

FCS leaders do not really like student unions. Of course they are partially right: there is manipulation of meetings, an apathetic majority, egos being preened, careers carefully protected — what's new? None of this justifies voluntary students' unions, although a clarification of *ultra vires* could be useful, certainly.

But if the FCS simply cannot stomach the left-wing stance of most student communities they should stop theorising and do something constructive about it. Crying "foul" just because they have so far lost the match simply will not do.

Chris Davies

The author is a Conservative Party member and an executive member of the National Union of Students.

overseas news

US degree is 'virtually meaningless'

from William Norris

WASHINGTON

The American university of 1985 is "a supermarket where students are shoppers and professors are merchants of learning". So says a 47-page report issued by the Association of American Colleges, which goes on to claim that "fads and fashions, the demands of popularity and success, enter where wisdom and experience should prevail".

Colleges and universities are accused of allowing their curricula to slip into disarray and incoherence, making a bachelor's degree virtually meaningless.

The AAC report is the third to hit the punch-drunk US higher education system in five months. First came the National Institute of Education with a series of warning signals that the quality of undergraduate education was declining. Then William J. Bennett, at that time chairman of the National Endowment for the Humanities, called for a restoration of coherence and vitality to undergraduate programmes in the humanities.

Mr Bennett is now Secretary of Education and has made it clear that he fully supports Mr Reagan's proposal to cut student grants and is looking to colleges to provide value for money.

Prepared by a panel of 18 educators over a period of three years, the AAC report, entitled *Integrity in the college curriculum*, places much of the blame for what it calls the decline and devaluation of undergraduate education on faculty members.

"Central to the troubles and to the

solution are the professors", the report says. "The development that overwhelmed the old curriculum and changed the entire nature of higher education was the transformation of the professors from teachers concerned with the characters and minds of their students to professionals, scholars with PhD degrees with an allegiance to academic disciplines stronger than their commitment to reaching or to the life of the institutions where they are employed."

In preparing their report, the panel analysed the academic programmes of 11 institutions, ranging from a community college to several research universities.

The report goes on: "The business community complains of difficulty in recruiting literate college graduates. Remedial programmes, designed to compensate for lack of skill in using the English language, abound in the colleges and the corporate world. Writing as an exploration of both communication and style, is widely neglected. Foreign language incompetence is now not only a national embarrassment, but in a rapidly changing world it threatens to be an embarrassing disadvantage in the conduct of business and diplomacy."

It claims that the failure of college curricula to keep pace with scientific and technological change has led to a situation in which "we have become a people unable to comprehend the technology that we invent".

To set all this to rights, the panel proposes the establishment of a minimum required programme of study for

all undergraduates which would consist of "the intellectual, aesthetic, and philosophic experiences that should enter into the lives of men and women engaged in baccalaureate education". Their programme has nine points:

- **Enquiry, abstract thinking, and logical analysis.** "To reason well, to recognize when reason and evidence are not enough, to discover the legitimacy of intuition, to subject inert data to the probing analysis of the mind - these are the primary experiences required of the undergraduate course of study," says the report.

- **Literacy: writing, reading, speaking, and listening.** "Bachelor's degree should mean that its holders can read, write, and speak at levels of distinction and have been given many opportunities to learn how. It also should mean that many of them do so with style."

- **Understanding numerical data.** "Students should encounter concepts that permit a sophisticated response to arguments and options which depend on numbers and statistics. Such concepts would include degree of risk, scatter, uncertainty, orders of magnitude, rates of change, confidence levels and acceptability, and the interpretation of graphs as they are manifest in numbers."

- **Historical consciousness.** "The more refined our historical understanding, the better prepared we are to recognize complexity, ambiguity, and uncertainty as intractable conditions of human society."

- **Science.** Students should not only understand the scientific method, but also study the "human, social, and

political implications of scientific research."

- **Values.** Students must learn to "make real choices, assume responsibility for their decisions, be comfortable with their own behaviour, and know why."

- **Art.** "Without a knowledge of the language of the fine arts, we see less and hear less. Without some experience in the performing arts we are denied the knowledge of disciplines creativity and its meaning as a bulwark of freedom and an instrument of social cohesion."

- **International and multicultural experiences.** "Colleges must create a curriculum in which the insights and understandings, the lives and aspirations of the distant and foreign, the different and neglected, are more widely comprehended by their graduates."

- **Study in depth.** "Depth requires sequential learning, building on blocks of knowledge that lead to more sophisticated understanding and encourage leaps of the imagination and efforts at synthesis."

The report appeals to college presidents and academic deans to join with faculty members to "lead us away from the declining and devalued bachelor's degree that now prevails, to a new era of curricular coherence, intellectual rigour, and humanistic strength".

"Their visions must be bolder, their initiatives more energetic and imaginative, and the great potential for academic leadership that is latent in the authority of their positions must be asserted forcefully and skilfully."

Private set-up proposed

from Geoff Maslen

MELBOURNE

A group of south-east Asian financiers has proposed setting up Australia's first private university in the Murray River, almost 200 miles from Melbourne.

The university would enrol 10,000 students and would concentrate on developing the new technologies. The proposal represents one way Australia could cope with the increasing demand for higher education places from local students and the growing competition for places between them and Asian students.

The Albury-Wodonga Development Corporation announced last week that it had had discussions with business and government figures from Singapore, Thailand, and Malaysia who were interested in setting up a private university in the region. But Australian universities are likely to oppose the idea, unless there are clear safeguards protecting academic freedom.

The general secretary of the Federation of Australian University Staff Associations, Mr Les Wallis, said the federation believed tertiary education should remain in the public domain. "We see considerable dangers in corporate funding of higher education, particularly if there was any attempt to influence teaching and research programmes," Mr Wallis said. "I think we would regard the establishment of a private university with severely qualified eyebrows."

But the chairman of the corporation, Mr Gordon Craig, said the university proposal would only go ahead with the full cooperation of Australia's education community. "We don't want to be seen to be doing anything independent of those already on the scene: we are talking about a genuine university, not something second rate," Mr Craig said.

The Albury-Wodonga proposal comes at a time when increasing numbers of tertiary institutions are looking to Asia as a market for education courses. The West Australian Institute of Technology has just started Australia's first off-shore degree course in Singapore.

The Royal Melbourne Institute of Technology is believed to be investigating a similar scheme while the Darling Downs Institute of Advanced Education in Queensland is proposing to offer fee-paying external courses to Hong Kong students.

These developments are being closely watched by the federal government which is attempting to find a balance between increasing numbers of overseas students and the rising demand by young Australians for higher education places.

There are now more than 25,000 overseas students studying in Australian secondary schools and tertiary institutions - enough to fill a university and a dozen large high schools.

The government is expected to announce shortly a new policy on admitting overseas students, following consultations with some of the Asian governments affected.

Sweden faces technician famine

from Donald Fields

HELSINKI

Sweden's shortage of technical personnel, including university graduates, has become so acute, and fears of a brain drain are so nagging, that three influential bodies have petitioned the government.

In a 56-page pamphlet the federations of industry, engineering and employers propose 26 short-term and long-term measures to eliminate the shortfall. These include technical education during vacations, higher standards in technical colleges and salary and tax incentives designed to increase recruitment of teachers in technical subjects.

The report argues that the extent to which data and other forms of technology have been increasing their share of manufacturing has not been matched by growing numbers of technicians.

A balance exists in our external trade in data, electronic and telecommunications products. This must be transformed into a steady surplus that will solve the problem of the imbalance in the Swedish economy."

The annual shortfall of civil engineers is put at 900 but this is only the tip of an iceberg that is not easily quantifiable and extends to holders of both university degrees and technical college diplomas. Doubts are expressed not only about numbers, but also the competence of future staff.

In its section on the universities the pamphlet advocates a higher teacher:student ratio incorporating a tutorial element, flexible financial arrangements under which companies will induce students to boost their technical skills in extra-curricular employment, and more research opportunities for civil engineers.

It believes that supply and demand for the next two decades can be balanced by improving the scientific foundation in senior secondary schools, building new colleges, improving information about industry and research, increasing infrastructural investments, and making the public more aware of international competition for qualified personnel - including Swedish brains.

Government officials argue that at university level the problem is one of a time-lag between an increase of 1,000 in the annual intake to departments of computer science and electronics institutions five years ago and completion of studies.

Mr Jean-Pierre Zane, political adviser to the minister of education, said: "We are still expanding admission capacity but we have to do other things, including spending more on the further education of engineers at levels below the university."

Mr Zane predicted that some relief could be provided by the "renewal funds" unveiled by the Social Democratic government in December. These, 10 per cent of company profits in 1985 will eventually be siphoned into research and development.

Fewer students in better universities, urges report

from Christine Tausig

QUEBEC

A long-awaited report on the future of Ontario's universities emphasizes quality in education at the cost of accessibility.

The report of the Commission on the Future Development of the Universities of Ontario known as the Bovey report after its chairman, businessman Edmund Bovey, produced 51 wide-ranging recommendations calling for a university system dedicated to "excellence" in education and research. Although enrolment could decrease, universities should remain broadly accessible, the report stressed, adding that well-functioning universities should be a provincial and national priority.

To achieve this in a time of financial constraints, however, is not easy. The commission's solution is higher tuition fees and fewer students.

Under the Bovey commission's recommendations, tuition fees could rise by as much as 10 per cent in one year, until they cover a quarter of the cost of a student's education. The increase would be offset by changes to the student loan programme which, according to the commission, would ensure accessibility for lower income students.

Access to universities, however, would be more difficult under another of the commission's recommendations. If the report is accepted, universities would be allowed to lower enrolment without losing their share of the provincial operating grant. (Since funding is currently tied to enrolment, institutions face financial penalties if they reduce enrolment levels.)

Accessibility would be limited most

at large, research-intensive universities, which would be allowed to decrease enrolment by 8 per cent. Smaller universities that obtain less than 10 per cent of their operating funds from federal research grants would be allowed to lower enrolment by only 4 per cent.

The commission's other recommendations include: ● regular reviews of university faculty staff, including those with tenure; ● a special fund that would allow the appointment of approximately 550 younger faculty members over the next five years;

● an arrangement with the federal government to pay the differential portion of some visa students' fees. The proportion of foreign visa students should never fall below 5 per cent of total enrolment, the report stated.

Reactions to the report were mixed. Many university officials, who feared suggestions for a sweeping restructuring of the university system, seemed reluctant. Student leaders, however, denounced the provisions for higher fees and decreased access.

Ontario's Minister of Colleges and Universities, Bette Stephenson, has not yet announced her response to the report, except to say that it is "unlikely" that decisions on the recommendations could be implemented to take effect by next year.

The last report to the provincial government, delivered by the Committee on the Future Role of Universities in Ontario in August 1981, was never replied to by the government.

overseas news

Philosopher moralizes on loans

from William Norris

WASHINGTON

There will be no help from the new Secretary of Education for university students and their parents hit by Mr Reagan's proposed budget cuts. Mr William J. Bennett, making his first public appearance since his confirmation at a crowded Washington press conference, was unabashed in his total support of the cuts.

"The notion that I am here somehow under coercion, that I have to swallow the philosophies of the administration under duress, is simply counterfactual," he said. "There are some people who believe that if you have a certain kind of academic background, it's just inconceivable that you could ever favour any kind of cut of any sort of education."

Though he acknowledged that the elimination of loans and grants for more than a million students would force some families with strained resources to "tighten the belt even further", Mr Bennett was equally sure that many would simply have to forego student loans.

"It will mean a divestiture of certain sorts," he said. "Stereo divestiture, automobile divestiture, three-weeks-at-the-beach divestiture. I do not mean to suggest this will be the case in all circumstances, but it will, like the rain, fall on the just and unjust alike."

Mr Bennett is a former professor of philosophy. It was an impressive performance by Mr Bennett, a charismatic and handsome 41-year-old, who seems set to become an articulate and highly influential Secretary of Education. Like Mr Reagan, whose views he plainly admires, he represents the smiling face of American conservatism. But he has clearly been impressed by the three recent critical reports on higher education in the United States (one of which he wrote himself) and is determined to see reforms. Indeed, he sees the enforced belt-tightening among parents as one way of raising standards.

"More of us might start thinking

about that \$20,000 investment with the same sort of care we think about when we buy a car: kick the tyres and drive it round the block," he said.

Despite his newness in the job, Mr Bennett was only floored by one question in the news conference. A student reporter from George Washington University's newspaper *The Hatcher* asked what was to be done about such administration officials as David Stockman, the budget director, who, he said, still had outstanding student loans.

The question came after Mr Stockman had just made the academic community the latest target. Having already drawn fire for his criticisms of farm subsidies and military pensions, he declared to a congressional panel that colleges were "not worried about the student - not worried about equity in America. They are worried about financing their budgets."

There is concern in the colleges that Mr Bennett's tough language, following Mr Stockman's attack, may signal a confrontation between the administration and the universities.

Education lobbyists complained that Mr Bennett's remarks suggested that students do not contribute to their education costs. Statistics from the American Council on Education, they pointed out, show that student aid pays 50 per cent of a student's costs at a public college, and 36 per cent at a private institution.

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Refreshers for freshers

A high percentage of new undergraduates at American universities are signing on for remedial courses in reading, writing or arithmetic.

According to the Department of Education study among the freshmen in the 1983-84 academic year, one in four took a remedial course in mathematics, 21 per cent needed extra help with writing, and 16 per cent with reading.

The regions of the country most affected by this trend are the south-east and south-west, with public institutions having a higher number of students enrolled in remedial courses than private colleges. Nationwide, 63 per cent of colleges and universities had more students on such courses in 1984 than in 1978.

The news has come as little surprise to professional educators, who have long been critical of the academic standards in high schools. They see it as evidence that recent undergraduates have been caught between the imposition of higher college admission standards and the inability of high schools to catch up.

"I don't see any difference from what's normally been the case," said Allan W. Ostler, president of the American Association of State Colleges and Universities. "While the colleges would welcome an opportunity to eliminate all remedial classes, they simply can't do it because the students simply aren't coming out of the high schools with the requisite maths and science backgrounds."

The high schools, Mr Ostler added, did not have the facilities or the teachers to meet the growing demand for higher standards.

She said that this year 48 per cent of

Minister rebukes protesters

from John Walshe

DUBLIN

The Irish Republic's education minister Mrs Cernan Hussey, has publicly rebuked student leaders who have been organizing a series of protests against high tuition fees and "inadequate" grants over the past month.

Mrs Hussey said that student agitation at this time of year was normal "but the new style of occupations and intimidation is unacceptable."

Several government departments and college administration buildings have been occupied in recent weeks. In one case exasperated income tax staff whose office was occupied ejected the protesters themselves, much to the amusement of police officers who stood by.

Mrs Hussey said that these occupations prevented other students from attending classes or study, prevented civil servants from going about their work, disrupted normal traffic, intimidated shop owners or cleaners or porters from doing their normal business.

She said that this year 48 per cent of

all third level students were getting free tuition and maintenance grants compared with 27 per cent four years ago.

Much of the increase is attributable to Mrs Hussey's own efforts in getting increased European Social Fund money to support students in Irish technical colleges. The minister said that further improvements in student support were planned while a capital building programme - amounting to a 37 per cent increase this year alone - was under way for third level education.

"However - and this is the crucial point - the third level student not only costs the taxpayer three times more than the second level student, and six times more than the primary school child, but has the best employment opportunities of any sector of our population," she said.

The minister appealed to the "silent majority" of students to insist that their activist colleagues kept within the bounds of decent behaviour when they exercised their right as citizens to demonstrate.

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all third level students were getting free tuition and maintenance grants compared with 27 per cent four years ago.

Much of the increase is attributable to Mrs Hussey's own efforts in getting increased European Social Fund money to support students in Irish technical colleges. The minister said that further improvements in student support were planned while a capital building programme - amounting to a 37 per cent increase this year alone - was under way for third level education.

"However - and this is the crucial point - the third level student not only costs the taxpayer three times more than the second level student, and six times more than the primary school child, but has the best employment opportunities of any sector of our population," she said.

The minister appealed to the "silent majority" of students to insist that their activist colleagues kept within the bounds of decent behaviour when they exercised their right as citizens to demonstrate.

She said that this year 48 per cent of

Student pilgrimages suppressed

Students at Warsaw Polytechnic who attended the funeral of the murdered pro-Solidarity priest Father Jerzy Popieluszko last October should be severely disciplined, according to the ministry of science, higher education, and technology.

The ministry is at present engaged in a campaign to suppress the students' "self-government committees" in Polish universities and colleges and to bring all student activities under Communist Party control.

The presence of a contingent from Warsaw Polytechnic's "self-government" at the funeral, complete with a banner proclaiming their presence, has evoked a furious letter of censure from the ministry.

The text of the letter has just reached the west via a leak to underground Solidarity. Interestingly, no direct mention is made of the funeral. References to the recent stepping up of Catholic propaganda by the self-government committees and the use of the polytechnic's banner "for private purposes" are unequivocal.

The letter severely censures the polytechnic authorities for their "passivity and hence, acquiescence" in the "intensive and persistent" campaign of the Catholics within the self-government committees. It notes: "A state authority has no right to agree to such authorities, and the



Bearers carry Father Popieluszko's coffin into church before last October's funeral

administration of a higher education establishment is a state authority."

Students from several provincial universities report having received unofficial warnings against making pilgrimages to Popieluszko's grave. The Warsaw Polytechnic letter suggests the kind of pressures lying behind such bans.

Proposed reforms of the 1982 Higher Education Act urged by the minister of science, higher education

and technology, Dr Benon Mikulicz, would give the minister wide powers to dismiss or suspend academic staff or students "in the interests of society".

University rectors would therefore be faced with a choice between disciplining independent-minded students or themselves facing suspension or dismissal. The Warsaw Polytechnic's letter is a grim forecast of what could become frequent if the proposed reforms become law.

Finland conceives its own virgin birth controversy

from Donald Fields

HELSINKI

Efforts are afoot to unseat a Finnish professor of theology in a dispute over doctrinal views remarkably similar to that involving the controversial Bishop of Durham, Professor David Jenkins.

What are regarded as conservative elements in the Lutheran church, to which 91 per cent of Finns subscribe, are planning to petition President Mauno Koivisto to dismiss Professor Heikki Räsänen, who is currently on sabbatical from Helsinki University. Under Finnish law, the president of the republic formally appoints professors.

Professor Räsänen, whose academic itinerary has included Cambridge, has achieved an international reputation, especially in the German-

speaking world, for his studies on the historical authenticity of the Bible. His professional brief extends to a clarification of the New Testament.

His opponents claim that he has denied the virgin birth, God being said by him to have rejected the idea that Jesus was the originator of baptism and Christianity work and has described the Christmas gospel as "legend". They gave when ordained as a pastor by propagating false doctrine and have urged the Bishop of Helsinki to unfrock him.

The Finns are looking at the controversy in isolation and nobody involved in the public debate has drawn any uncanny close parallels that exist with the Jenkins affair in England.

The enormous amount of space and air time devoted to the issue in the new

media belies the fact that only two per cent of Finns attend church on an average Sunday. The interest may reflect the degree to which adults cling to the basic religious values inculcated when they were school age. People most conscious of such values may feel uneasy, or even affronted by the influence Räsänen obviously exercises on a future generation of clergy.

University sources regard it as extremely unlikely that Professor Räsänen will be dismissed, an action that would have to be constitutionally initiated by the chancellor. He has cooperated with all the academic and teaching work as that is the only issue of concern to the university authorities. No professor has been sacked in modern times.

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Regions oppose Bonn's plans to reform university law

from Barbara Von Ow

MUNICH

Plans by Bonn's Conservative-Liberal government to amend the federal university law have run into unexpected opposition from Länder governments determined to defend their regional autonomy. This emerged at the first reading of the government draft in the regional parliament earlier this month. Apart from outright rejection by the four social-democratic Länder, the bill provoked open criticism from several premiers and ministers of conservative governments.

This came as all the more of a surprise as federal education minister Norbert Wilms and the culture minis-

ters of the Christian Democratic Union-led governments appeared to have reached agreement at a special session earlier that the amendment would be limited to questions of principle while detailed regulations would be left to regional legislation.

At the Bundesrat reading, however, the premier of Rheinland-Pfalz, Bernhard Vogel, warned against curtailing the Länder's regional competence. Any changes concerning university leadership, the structure of exams and degree courses or the subsidizing of research, outside institutions face financial penalties if they reduce enrolment levels.

Earlier, the rectors conference (VRS) had warned of the danger

amendments to the bill by the Bundesrat. In a final statement on the government bill, the heads of 174 German universities renewed their call for only moderate changes in the university law, which was instituted as a federal "framework" in 1976.

The re-elected VRS president, Theodor Berchen, underlined that the overwhelming majority of the rectors approved the principle points of the government draft - improvement in personnel structure, greater university autonomy in leadership decisions and degree structures (The latter two are opposed by the Länder chiefs who seek regional government control over such matters). However, the rectors opposed Bonn's plans for a federal regulation on professorial appointments

for the election of university heads and expressly defended existing regional legislation.

The rectors also criticized Bonn for failing to include a "capacity clause" in its amendment plans, under which the universities would only be obliged to absorb a surplus of students if additional capacities were made available.

Renewal of the so-called "Eberinger scheme" to establish an additional (temporary) 200 professorial posts every year, the rectors conference raised the prospect of further admission restrictions. This was particularly urgent, it noted, for the subject of informatics where university capacities were 184 per cent, in some universities up to 200 per cent, overfilled.

After a year's search, the United Nations University is to appoint Dr Lal Jayawardena as its Director of the new World Institute for Development Economics Research (WIDER), its first research and training centre based in Helsinki and set up at a cost to Finland of \$25m.

Dr Jayawardena, who starts his new job in April, is currently director-general of economic affairs in the Ministry of Foreign Affairs in Sri Lanka.

Professor Victor L. Urzuli, an economist and president of El Colegio, Mexico is to succeed Sir John Keadwell, president of St John's College, Oxford as chairman of the UNU council.

WIDER remit

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Somo eight years ago, Jon Vincent, professor of modern history at Bristol, musing over lunch, likened British universities to the great landed estates of the eighteenth and nineteenth centuries and vice chancellors to the Whig grandees who lived on them. The Whigs/-cs would, from time to time, be summoned to London to serve the state on some enterprise or other. They would return to their green fields until their country called on them once more. Professor Vincent's own v-c, Sir Alec Merrison, had recently been doing a bout of national service as chairman of the Royal Commission of the National Health Service, hence the conversation and the Whiggish analogy.

Britain is not run like that any more. Peter Hall, professor of geography at Reading University, acknowledged the sea-change when, writing in *New Society* last month, he observed: "Once, when Giant Reason still ruled in Old England, they used an archaic device called a Royal Commission or a Committee of Inquiry. Other, these bodies visited distant lands to find out how they ran their affairs. They had the strange notion that sometimes, other people might have something to teach us... There are still a few people like that: praisers of time past. They hide out in the now-decaying temples of reason, called universities."

There is a generic term for the Royal Commission Committee of Inquiry quango type. It is the "Good and Great". Their names are kept on a list in the Cabinet Office run by a pleasant under secretary called Colin Petersen.

In days gone by, one particular temple of reason, Oxford, used to provide a disproportionate slice of the G and G. A Whitehall assistant secretary, returning to London after a weekend at his old college in the mid-1970s, suddenly noticed, as he waited for his Monday morning train at Oxford station, that the platform was groaning under the weight of them. There was Lord Trend, Rector of Lincoln, on his way to a meeting of the Trustees of the British Museum (for could he have been on route to his den in Curzon Street where he was investigating allegations of KGB penetration of MI5)? There was Lord Bullock destined for Bloomsbury Square to chair the Committee on Industrial Democracy. And there was Lord Francis heading for the Cabinet Office and the Committee on Ministerial memoirs commissioned by Harold Wilson after publication of the Crossman Diaries had driven a coach-and-horses through the Thirty Year Club. The members of the British Establishment in general, not just its universities' branch. They shy



The Good and Great: From left, Lord Rothschild, Lady Warnock, Professor Williams and Professor Dahrendorf

What happened to the G and G?

away from writing about it, however, because it is not susceptible to footnoting or measurement. No temple of reason has ever endowed a Chair of Establishment Studies.

There are ways of stalking the G and G, though, quite apart from shivering on an Oxford platform. Get yourself invited to Ditchley Park a few miles north-west of the city. It's a beautiful place on the rim of the Cotswolds; the favourite watering-hole of the North Atlantic Establishment (Richard Rovere wrote a marvellous essay on the American Establishment more than 20 years ago in which it was defined as the "legitimate mafia"). Sir Reginald Hibbert, director of Ditchley and a former Ambassador to Paris, is prepared to have a go at describing the British variant: "They are much like a governor on a motor... What the 'Good and Great' do is provide elements of experience and continuity and knowledge of what has gone before. Knowledge of how things are conducted, and they sit there and they talk together and they give advice on what is reasonable and possible and what isn't."

Sir Reginald agreed to talk about the establishment for an inquiry I recently completed for BBC Radio 3 into the Good and Great. I had been keen to mount such an investigation for nearly seven years ever since I was sent by *The Times* to report the annual dinner of the British Academy. It was a classic Establishment occasion. The meal was eaten in one of the long of Court. Full evening dress and medals were worn.

The G and G rattled with accumulated decorations and insignia. The man from *The Times* was put at the bottom table, next to the civil servant who ran the honours system and across the table from the Keeper of the Public Record Office. The address was given by Lord Rothschild whose Royal Commission on Gambling had just reported to the Home Secretary. He wondered aloud why it had been set up. He quoted A. P. Herbert's remark that "A Royal Commission is generally appointed, not so much for digging up the truth, as for digging it in."

Lord Rothschild is a formidable public speaker. But his words did not seem to be going down well. The reason, I suspect, could be found in his opening remarks when he said "I trust... that my subject will not be unworthy of this distinguished audience, some of whose members are or certainly will be (my italics) also members of the 'Good and Great'."

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Professor Bernard Williams, Provost of King's College, Cambridge, who sat on Lord Rothschild's gambling inquiry and later chaired his own into the obscenity laws, thinks such aspirations are being in Cloud-cuckoo-land: "I am a bit sceptical about the general

idea of the good and great, the all-purpose good and great. There are people who love being on committees... and make themselves feel they are a bit in the centre of things. It does become a bit of a way of life... But if they think that they are at the hub of the universe by being on such committees, then they gravely deceive themselves." The real Establishment, Professor Williams explained, consists of people the minister can ring up on first-name terms if he wants to get things done urgently.

Shortly after Lord Rothschild's address to the British Academy, Mrs Thatcher came to power and sent the G and G packing. The fact that the ground-breaking information gathering Royal Commission was a great nineteenth century invention cuts no ice with the Prime Minister for all her talk of "Victorian values". The G and G are in the cold for the first time in current memory - and they know it. "I don't get the impression," said Bernard Williams, "that Mrs Thatcher is in the least interested in acquiring informed advice on any subject". She has not established a single Royal Commission since 1979.

And yet, the *ancien regime* has shown signs of life even under the most anti-establishment prime minister of modern times. When the Government was in real trouble on the issue of the Falklands war all roads led to North Oxford where Lord Francis lives in retirement. Another Oxford man, Sir Patrick Nairne, master of St Catherine's College and a former permanent secretary, was called up as well and the two of them would travel on the "Establishment Express" to Paddington. Another formidable Oxford figure, who has recently decamped to Girton College, Cambridge, Lady Warnock, came up week after week last year to the DfES in Elephant and Castle when surrogate motherhood

had to be sorted out.

The G and G can still find doughty defenders. The historian, Lord Bullock, Sir Patrick Nairne's predecessor at St Catherine's, reckons it is absurd to attribute Britain's contemporary troubles to a G and G-led search for compromise and consensus in past decades.

But for the most thoroughgoing defence of the G and G, one has to turn to Western Europe's leading anglophile, Professor Ralf Dahrendorf, now back at the University of Konstanz after directing the London School of Economics for a decade. For that, and for service with the Wilson committee on the City and Lord Benson's Royal Commission on Legal Services, he was awarded an honorary KBE.

He prefers a real elite to something brittle and arriviste any day: "All these elements of the texture of a political class and of a society, somehow, in a subtle way, hang together. If you begin to change some of them, you probably change the lot... There are one or two things I would like to change. But I would like to hold on to the other 98. That is not the way life works. You begin to fiddle with these characteristics of the ruling class, then you fiddle with the ruling class itself. Naturally, I don't want things to change which I like."

Clearly, the G and G are down but not out. Mrs Thatcher will not govern forever. The Cabinet Office is still taking names for its List. Those of you in the "decaying temples of reason" who fancy being the Lord Francis of the twenty-first century, don't despair.

Peter Hennessey

The author is a Senior Fellow at the Policy Studies Institute. His book *The Good and Great: An Inquiry into the British Establishment* will be published by PSI later this year.

BRIEFING

Everything and nothing has changed at the National Advisory Body, which next week holds its first board meeting in its reconstituted state. There are new members, a new name, new status, even a new address. But the problems remain the same and much of the change is more formal than consequential. The new address, for example, turns out to be a matter of Post Office bureaucracy, rather than a move into some plush new headquarters.

However, this does not mean that everything will continue exactly as before at Metropolis House. There is

The problems remain the same for the reconstituted National Advisory Body. John O'Leary reports

The NAB's new look

a school of thought among those involved with the NAB which believes that the second term will turn out to be rather tame, now that a policy framework has been established and the direction has been set for developments in the public sector. But it may be a sign of things to come that the very first meeting of the new body set up two possible confrontations with Sir Keith Joseph, Secretary of State for Education and Science.

It would be misleading to pretend that the NAB committee's protests on the size of its capital budget and its recommendation to spread research

funding more thinly represent a new, rebellious attitude towards the Government. But the agenda for the new NAB contains a number of potential flashpoints, of which those two issues form only a part, which might affect relations with the Government or the institutions.

The way in which the committee was prepared to reject advice not only from the NAB board but also the Department of Education and Science suggests that the local authority representatives will not shrink from unpopular decisions. And, if relations between central and local gov-

ernment deteriorate further as the battle over rate-capping develops, the easy atmosphere which has generally prevailed within the unusual structure of the NAB may sour quickly.

As always, money is likely to be the biggest bone of contention. The NAB is caught between the desire of the Government to accommodate as many students as possible, especially in the more expensive areas of science and technology, and the institutions' insistence that funding levels are becoming dangerously low and physical capacity increasingly cramped and unsatisfactory.

Sir Keith has made his position clear in two letters to the body. Access must be maintained and the shift to science and technology continued even though the NAB's budget may increase by only 2 per cent and then 1 per cent in the next two years. His letters make it clear that he expects to see cuts in some degree programmes and rapid movement towards the 12:1 staff/student ratio which the NAB adopted as its target.

Up to now, NAB members have been prepared to follow such a course, although the bark has been worse than the bite when inquiries have been undertaken into specific areas such as teacher education. The pill has been sweetened once by the addition of £20 million to the advanced further education pool and next year's figure turned out to be higher than anyone expected. But the committee's second protest about capital plans reflects serious concern that little more can be done to expand or reshape public sector provision without a realistic level of investment.

Nor will a further transfer of places into science and technology be approved as easily as before. There is evidence to suggest that not all the existing places have been filled and there will be reluctance to cut popular courses in order to provide more expensive vacancies. The committee's stand on research can be seen as an early example of an independent stand on the academic profile of the sector, and a second revolt over science would be more difficult to reverse.

The delicate negotiations will not all be with the Government. It remains to be seen, for example, how smoothly the new relationship with the voluntary colleges will operate. They are understandably anxious that even-handed treatment is seen to be administered and may resist cuts in their funding levels to bring them into line with local authority colleges on the grounds that the NAB already considers them inadequate. The existence of two separate funding systems may cause some difficulties, for instance when the voluntary colleges are excluded from initiatives like the new research fund because they are financed from the pool.

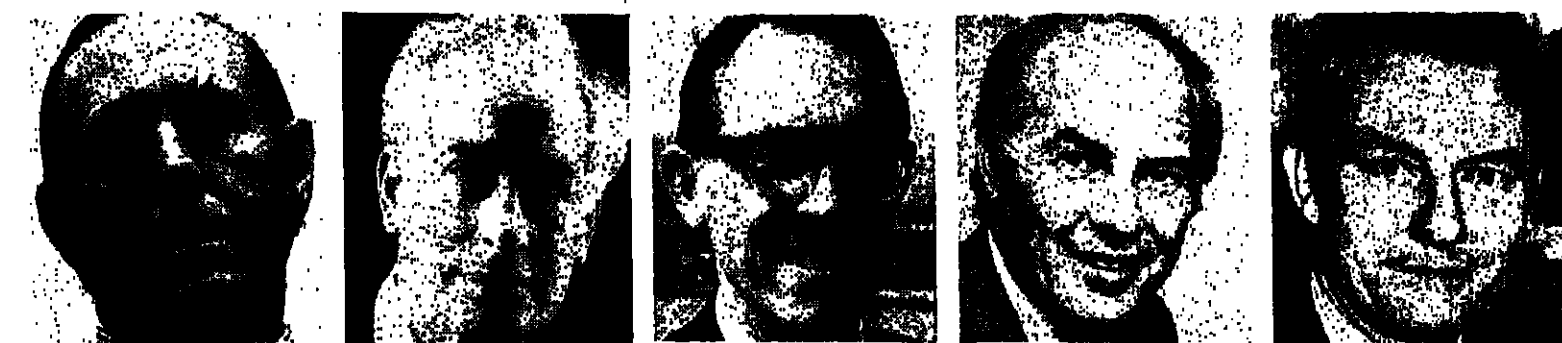
For the polytechnics, the crucial issues will be funding, especially in terms of partly both between the two groups of institution and with the universities. The NAB's long-term advice to Sir Keith states a claim for a common unit of resource with the universities for teaching, while the claims of the larger colleges for equal treatment with the polytechnics is an important item of unfinished business from the old body.

It remains to be seen, too, how the institutions will react to a more directive style in the forthcoming planning exercise. The introduction, for example, of separate targets for mature students takes the NAB into areas of detailed planning which previously have been the province of the institutions themselves.

For Mr Christopher Ball, chairman of the NAB board for the next three years, such subjects are important but his main concern is for what he describes as "boundary issues". These are the boundaries between the public sector and the universities, between advanced and non-advanced further education, and between England (the NAB's sole responsibility) and the rest of the United Kingdom.

With the exception of Mr Ball's three nominees on the board and Sir Keith's two industrial appointments, the rest of the members have a security denied to those serving on the first NAB. Free of its "patron" label, the new National Advisory Body for Public Sector Higher Education is also on the verge of regulating its financial affairs by becoming a private company.

Mr Peter Brooke, as chairman of the NAB committee, will then add the novelty of a company directorship while a serving minister to a position which sometimes makes him the apparent spokesman for the Government's critics. If Sir Keith's position on resources for polytechnics and colleges is as inflexible as his letters suggest, it is a role he may have to play more often than he would like.



NAB faces, familiar and not-so-familiar: Peter Brooke, Christopher Ball, John Bevan, John Parnaby and David Harrison.

Committee

Mr Peter Brooke (chairman), under secretary for higher education, Mr Philip Merridale (Association of County Councils, Conservative), Mrs Josie Farrington (ACC, Labour), Mr Paul White (ACC, Conservative), Mrs Nicky Harrison (Association of Metropolitan Authorities, Labour), Mr John Pearman (AMA, Labour), Mr Brian Sams (AMA, Conservative), Mr Christopher Ball (chairman of the board)

Board

Mr Christopher Ball, chairman, Mr Richard Bird (Department of Education and Science), Mr Anthony Chalmers (DES), Mr David Forrester (DES), Mr Mike Smith (DES), Mr Ned Norris (Her Majesty's Inspectorate), Mr Clive Booth (HMI), Mr Josie Owen (Association of County Councils), Mr John Morris (ACC), Mr Gordon Cunliffe (ACC), Mr Gordon Hainsworth (AMA), Mr Bill Stubbs (AMA), Mr Bob Morris

Sir Keith Joseph's review of the NAB has resulted in few direct changes, but almost a third of board members have been nominated in the last few months.

The most obvious innovation has been the introduction of two industrialists - both personal nominees of Sir Keith - which has raised the size of the board to 31. They have been carefully chosen by the DES so that their respective interests and areas of expertise are complementary.

Mr Robin Gill now chairman of the 1970 Trust winning business support for the arts, is expected to advise on education and the service industries, as well as art and design. Mr Parnaby is a visiting professor at Birmingham University and a specialist in manufacturing technology.

Industrialists join team

Other changes have come within the Government's own representatives on that board. Unconnected with the reconstitution, Mr Chalmers had replaced Mr John Thompson as head of the DES branch responsible for polytechnics and colleges and now Mr Smith has arrived to speak on voluntary colleges particularly. Mr Booth, former deputy director of Plymouth Polytechnic, has taken one of the two inspectorate seats.

The institutional representatives remain unchanged, apart from the Association of Principals of Colleges' nominee, Mr Swinhoe, director of Slough College, comes in for Mr

William Bosley, now retired. Two of Mr Ball's own nominees are reappointed, Dr Bradshaw, director of the Domesday Institute, continuing to advise on the interface with non-advanced further education, while Mr Thompson, deputy director of North Staffs Polytechnic, stays on with a teacher education brief. Dr David Harrison replaces Sir Henry Chilver as the third nominee, both as chairman of the Voluntary Sector Consultative Council and as vice chancellor of Exeter University.

The union nominees show two changes, Ms Corby taking over for the TUC from Ms Carol Bailey, who has gone to the Civil and Public Servants' Association, and Mr Griffiths replaces Dr Peter Knight, who is no longer on the NAB executive. On the other side of the fence, Mr Tomlinson is the new CBI nomination, following the retirement of Mr Maurice Roberts.

It is unlikely that the changes in personnel will bring about a discernible change in direction, especially since many of the most forceful members are among the two thirds who have been reappointed.

At committee level, the only change is the substitution by the ACC of Mr Paul White, of Essex County Council, for Mrs Judith Walpole, of Norfolk, who has scaled down her local government commitments since her marriage.

Two further transitory groups have already been appointed, one dealing with continuing education under the chairmanship of Lord Perry, the former vice-chancellor of the Open University, and the other examining librarianship, under the chairmanship of Professor Brian Morris, principal of St David's College, Lampeter. In addition, there is unfinished business to be fed into the new planning exercise by the architecture and art and design groups.

However, the real battle, as always in the NAB, will be over the balance struck between the body's commitment to maximizing access to higher education and its determination not to allow funding levels to fall to a dangerously low point. Some, such as the polytechnic directors, would say that had happened already and the NAB's long-term advice to Sir Keith made it quite clear that it felt the scope for economies was exhausted.

Mr John Bevan, the NAB secretary, has already written to local authorities and institutions warning that new developments (while desirable) will generally have to replace work of less value. Next week's meeting will have to decide on what basis the equation is to be formulated and in particular what role the regional advisory councils should play in determining student

The Cambridge Phenomenon: Jon Turney looks at the growth of high technology industry in Silicon Fen

The glittering enterprises

In Cambridge 50 years ago, in the depths of recession, the young Alan Turing built a bridge between pure mathematics and the real world with his abstract description of a universal computing machine. In those days the university fitted the ivory tower cliché more than any other. According to Turing's biographer, Andrew Hodges, "his imagery was, for Cambridge, almost shockingly industrial".

All the more remarkable, then, the transformation now come over the town and the university. Today, with the national economy again in the doldrums, Cambridge is one of the few growth centres in the country. And the university's computer laboratory stands at the centre of the tangled web of high-technology enterprises dubbed: "The Cambridge phenomenon". Silicon Fen is one of the few regions to rival California as a focus for the industry Turing's work helped to found.

However, now the spectacular growth of new companies in Cambridge is being examined more closely by economists, planners and higher education administrators eager to learn from this success. It is clear the conditions there are rather special. The message of a detailed study by economic development consultants Segal Quince, published last week, is that there is no easy way of replicating the Cambridge phenomenon quickly elsewhere.

According to Mr Matthew Bullock, "there is no obvious single explanation for what happened in Cambridge", although Bullock himself helped usher many firms through infancy as a manager for Barclays Bank. This is tantalizing because the basic facts about Cambridge are so striking: around 350 high-technology firms are working around 200 less than 10 years old, a figure far above the national average; in the key areas of computers and microelectronics and scientific instruments, now shifting to the new wave of biotechnology.

The authors identify a complex series of factors which helped to sustain these firms in their early days. And although the university clearly played a part in the Cambridge phenomenon, this was due to a long-standing set of

attitudes and approaches to industry rather than any specific action.

The university's role will be closely studied now that academic-industrial relations have moved firmly onto the agenda as one route to speeding economic growth. Indeed, the Cambridge report was inspired by a recommendation in the 1983 report from the Advisory Council for Applied Research and Development on improving research links between higher education and industry. It is so far the only fruit of the ACARD study, which has still drawn no response from Government.

The closest the Segal Quince team come to planning down a specific university initiative as contributing to the Cambridge Phenomenon is their account of the Moti committee in the late 1960s, which looked at the future of research and industry in the region. Sir Nevill Moti, then head of the Cavendish Laboratory, produced a report which persuaded Cambridge County Council to lift planning restrictions for science based industry. It was a formal recognition that industrial production no longer meant noise and smokestacks. And it represented the university's conviction that a strong local research-based economy was in its long-term interests.

Of course, the importance of Cambridge goes back further than this. Two major companies - Cambridge Instruments and the Pye Group - emerged from the university in the nineteenth century. They began building the community of research and business expertise which helped launch the growth of the 1960s. Public investment in the university computer laboratory and the commercial Computer-Aided Design Centre in the 1960s also helped lay the foundations.

Beyond that, the report's conclusion is intriguingly indefinite. In the authors' words, "a singular feature of the Cambridge phenomenon is that Cambridge University is one of the very few British universities that have for centuries had positive reasons, avoided a research and

detailed policy governing links with industry".

Yet while other institutions have been striving officiously to secure industrial links, Cambridge has moved effortlessly ahead. The framework the university has evolved has five elements. Ownership of intellectual property rests with the individual researcher, unless grant conditions demand use of the British Technology group. Cambridge academics are left to decide whether to exploit their expertise, and it is up to them whether they assign profits to the university. Most do.

Equally important, the university has always been happy to see academics doing work outside on commercial or private projects. It neither encourages nor restricts them. And it takes no legal responsibility for the work done. It charges the full cost for use of college or department facilities, and regards this as a due return for any contribution to outside commercial work.

Cambridge University does have an industrial liaison unit. But it also takes a low key role. The general climate is of "a benign and gaily supportive posture" to faculty work for industry. This was partly because a federal institution like Cambridge would not tolerate direction. But it is still in marked contrast to the present efforts of many other British universities.

Many are now trying to copy the Cambridge University Science Park, but the report makes clear this is only a small part of the Cambridge phenomenon. Although it is now an important attraction, as a prime site for larger or more prosperous firms, the wider high-tech growth in the area goes back before the park development began.

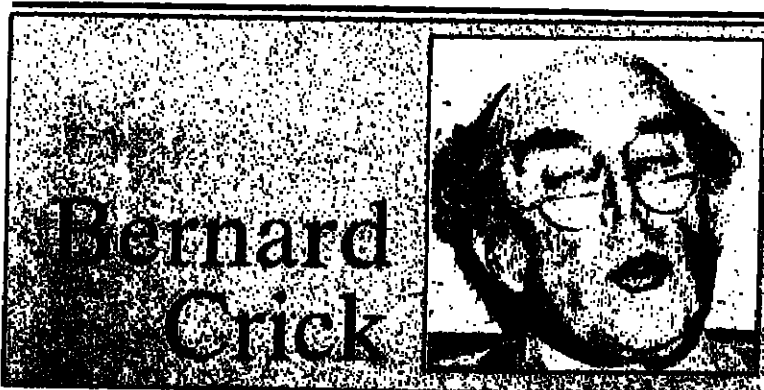
Somewhat, then, the combination of local research, labour market and university policies achieved critical mass. The key point here is that only a small minority of Cambridge com-

panies spun directly out of the university. Instead, the heady entrepreneurial climate encouraged employees of young firms to move down the road and prove they could do it better, just like Silicon Valley. The report includes a vast family tree showing the incestuous relations between these small, research-intensive, low volume production concerns.

So Cambridge Consultants beget PA Technology, who in turn spawned Linetech, Synco, Prismaphase, Cambridge Life Sciences and Array Logic. Among the well known names, the currently troubled Acorn computers sprang from an association between Hermann Hauser, out of the Cavendish Laboratory, and Andy Hopper of the University computer lab, and Chris Curry, who had been working with the other household name, Sir Clive Sinclair. Today, more than half the company's qualified staff at Cambridge graduates.

The additional question raised by the phenomenon is why it hasn't already happened elsewhere. The report offers a few specific answers. Why not Oxford? Answer: too little science, too much of it chemistry, and little scientific sympathy in the university. Why not Manchester, with strong computing department? Answer: long-standing ties with a single large company, ICL, and the swamping effect of a large city. The latter also applied to Imperial College, London, in the authors' view.

If the prospects elsewhere may not be as bright, the report is optimistic about the future for Cambridge itself. The sheer number of companies, and of technically qualified employees, will sustain growth. In addition, there is a large backlog of experience in the special problems of small companies, which are now themselves fit subjects for research. There are now moves to establish a business studies tripos in the Cambridge engineering department, and Segal Quince have passed on all their data to the university for future use. With luck, this will make Cambridge a centre for refining ideas about industrial innovation and entrepreneurship, as well as the home of some of the most successful seat-of-the-pants company builders in Britain.



Oh Mr Dooley, wert thou but living at this hour . . .

"Did they offer you an honorary degree?" Mr Dooley asked his friend Mr Hennessey.

"Lord save us, no; what have I done to have me old neck put on the block? I don't even speak to the Fenians."

"Sure nobody knows or cares who you are from Adam or Eve, but you look respectable, with a jacket and tie, even if a bit stained, there's very little known against you and desperate they are to fill a gap on one side of the platform. But on which side, nobody can tell," said Mr Dooley, "that's part of the trouble. Well, I suppose you could say that it is on each side of the Earl of Stockton, for he sits in the middle on these grand occasions."

"Yes, but what side is he on?"

Haven't I just said that he sits in the middle. Well to tell the truth, it is more complicated than that. He's against the lady, he thinks she's bringing ruin to his party and his country and grief to his fine old

"I begin to see. You mean because he doesn't think the thing is worth that much?"

"The contrary, he values such things. He's a bit of a collector himself. It is just that he thinks that it is the done thing and he's all for doing the done thing."

"Now I've lost you again. Could we start from scratch and you give me a clear account of what kind of creature an honorary degree is and why the fuss, fury and fur flying—like ye did for the Dreyfus case."

"This one's not so easy," said Mr Dooley, "but as I see it an honorary degree is supposed, as the Bard has it, to be twice blessed. It blesses those who give and those who receive. The gift itself should make you feel the better of the University of Chicago, Galway, Sandusky, Utica, Rummage, Oxford, or wherever; and about the same of the grateful recipient."

"Why only the same, shouldn't yer feel the better of them?" said Mr Hennessey.

"Not at all, if you think the better of them, that shows you've probably never heard of them before. It has got to be finely tuned. It's a sure sign the committee's been scraping the barrel or dipping their snouts in the hope of a bit of pork. But you also don't want to be thinking when you read the list in the Court Circular that it has all been coals to Newcastle, or Armalites to Armagh, or that they've worked too hard for it, or, born to the purple, that they were always a bit too strong to work. It has to be judged nicely. She's just about ripe for an honorary degree, they say; or a pity we've left him too long on the branch, he's gone off a bit now." These honorary things are for they who have completed a good life's work, will take the hint to be off and leave room at the top for others; but aren't so settled that the students wonder how the hell they climbed

up there as they are helped down to the podium to pick up the parchment. You see awarding these honours is a bit like making up a Cabinet or a controversial television programme: it has got to be a well balanced slate between the arts and the sciences, the lay and the learned, captains of industry and pop stars, Jews and Christians, the moderate left, the moderate right and the long dead centre.

"All that is as may be," protested Mr Hennessey, "but it has nothing to do with Oxford and that woman."

"To be sure it does. For one thing Oxford has nothing to do with anywhere else, all the copies are counterfeit. It is just like the British empire in the good old days. Full of decent chaps but a law to themselves. And for another thing, don't you go calling that woman names," said Mr Dooley. "Hasn't the Earl of Stockton demanded with another of his dying breaths 'traditional courtesies', and says that though 'the manners and sense of responsibility' of the 25 years he's been chancellor, 'I wish I could say the same about the dons'."

"Why doesn't he then," said Mr Hennessey. "He's a politician. And as I saw it on the flickering box some of the students were waving signs that didn't all measure up to what the blessed John Hume calls the spirit of tolerance and reconciliation."

"Won't you ever understand that sporting nation?" said Mr Dooley, "did yer never run with the hare and the hounds?"

"But how could this Haemorrhoidal Council make such a mistake? None of them was born yesterday. The correspondence column of *The Times* was running five to one in their favour. Was there intimidation and personation like in an ordinary election?"

"Not at all, every vote was real. The Oxford dons only impersonate themselves. The row was only because nobody likes, in Oxford or Ulster, being in a minority. You see the English never like the trouble of defeating their opponents; they far prefer to disqualify them. But the epistolary efforts of the minority have saved the honour of the good lady. The more the pity she didn't help them herself. For myself I wouldn't accept the offer of one without a cast-iron guarantee and a no-show insurance policy."

"Dooley, do you think it all matters?"

"Hennessey, do you remember what Jay Gould said as he left the back door of the Erie Railroad offices, when the disappointed shareholders battered down the front? 'Nothing is lost, have honour'."

"All the same, why do ye go on about it so? Least said is soonest mended. Everyone's forgotten about it by now."

"Everyone? She won't if they give up to that fellow Ponting, mate."

Why can the polytechnics not award their own degrees? In fact, although this is not generally realized, they do award their own degrees, in all but name. The polytechnic designs its own courses, determines the syllabuses, sets the examinations, appoints the examiners, supervises the examining and marking, and decides and publishes the award of degrees.

The role of the Council for National Academic Awards in the award of degrees, after the course and the appointment of external examiners have been approved, is pure formality. Six or even twelve months after the polytechnic has publicly announced the award of a degree the graduate receives from the CNAA formal notification of the degree award. During that time the council has done no more than verify the formalities of registration and the payment of fees. In respect of the award of first degrees in effect the CNAA is not an awarding body but a licensing body.

The staff of the polytechnics know this reality. But the bureaucratic fiction has external significance and importance for the reputation of the polytechnics. For the general public does not understand. It is widely assumed that the students in polytechnics obtain "external degrees", many people have never heard of the CNAA and many of those who have heard of it assume that it prescribes syllabuses and sets examinations. Such misconceptions are common even in the educational world itself, among school teachers and university teachers, for example. There persists a common delusion that the polytechnics offer "real" degrees and this is hugely damaging to the polytechnics and to their students.

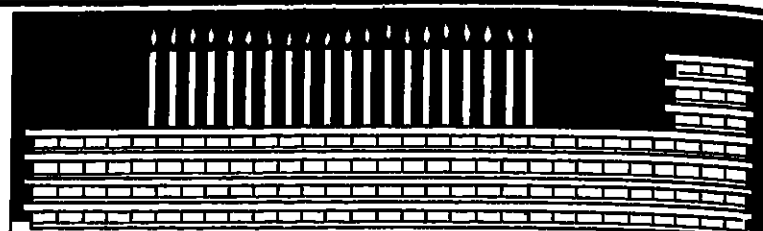
For the polytechnics and the well-established colleges the role of the CNAA has changed greatly in 20 years. The 1960s were the days of difficulty, sometimes tense negotiations of new courses, when the rejection of schemes, or reluctant approval with severe conditions, were commonplace. In the 1980s the discussion of a course between a polytechnic and the council is unusual for approval to be in question. The polytechnic staff use the CNAA to resolve internal differences. In particular, subject specialists seek support from their academic subject peers to fend off interference by directorates and other departments with the institution.

At its best the dialogue about a course is a cooperative, professional consultation of a very high order. Polytechnic teachers form the backbone of most CNAA visiting parties. Often the visiting party offers authoritative comment that is highly valued by the institution. Sometimes, indeed not infrequently, the visiting party is less authoritative in the field than the department visited and the main value of the visit is the enlightenment of the visitors. In many fields of higher education today the most effective way of keeping up to date is to get on to the relevant CNAA board.

Attention has sometimes focused on the costs of CNAA validation: the time and money spent in meetings and the preparation of documents. This could certainly be reduced but it is not the main issue between the CNAA and the polytechnics. The waste of time and resources in the processes required by the Business and Technician Education Council is much worse. The procedures of some of the professional institutions are preposterous. By many standards the CNAA is a model validating body and one hopes that BTEC would learn from it. Unfortunately for the CNAA its role has been the subject



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Turning formality into reality

Eric Robinson looks at the role of the CNAA in polytechnic degree awards

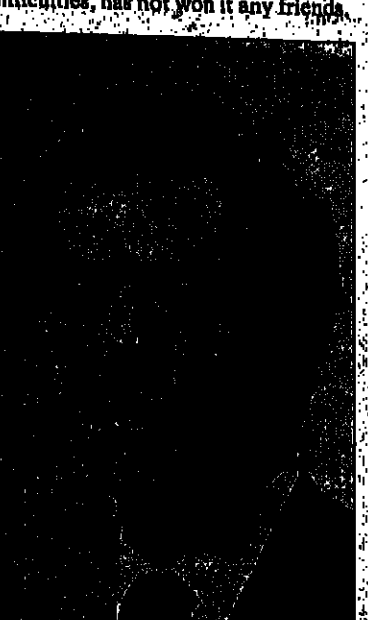
bigger issue—of the dignity and status of the polytechnics—which depend so much on the status and nature of the degree award.

The failure of the CNAA to adapt its formal relationship with the polytechnics is the key issue in the problem of the status of the polytechnics vis a vis the universities—not, as some are assuming, the name "polytechnic" or the local authority connection.

Formally the role of the CNAA in the polytechnics remains the same as that designed for the colleges in 1965. This implies a continued subordination of the polytechnics which is insufferable. The insensitivity of the council to this, exemplified by the folly of its recent excursion into the award of honorary degrees, continually aggravates the problem.

The CNAA is highly valued in the polytechnics, but not for the reasons often assumed by those outside the system, and not for the reasons the CNAA itself would like to imagine. The CNAA has two faces. The subject boards consist of polytechnic, college and university teachers. They are respected in the institutions and they control the CNAA officers who service them. The council itself is much less respected. It is dominated by its officers because far too many of its members have slight interest in or knowledge of the polytechnics and their work. Almost no teachers on CNAA courses have ever been members of the council.

The council's bureaucracy has delusions of grandeur to which the polytechnic teachers used to respond with tolerant amusement. This changed to contempt 18 months ago when the council's officers offered themselves as informers to NAB. Their breach of faith with the institutions committed at that time seriously, probably irrevocably, damaged confidence in the council at a critical time. The fact that the council has amassed substantial funds from students' fees, for which it now seems hard-pressed to find a use, when the institutions and their students are in serious financial difficulties, has not won it any friends.



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The polytechnics must in the near future start to award their own degrees, *de jure* as well as *de facto*, but they need and want to maintain a system of peer validation of courses. To throw out the bath water while retaining the baby is particularly difficult because the CNAA has muddled the water so badly.

It is easy to prescribe improvements here. The Department of Education and Science is responsible for a deplorable failure to keep up with the times and they should now remedy this by reconstituting the council and redefining its brief. It was defensible if not sensible 20 years ago to appoint to the council a substantial number of university teachers, a sprinkling of the great and the good, and virtually no college or polytechnic teachers. To have continued filling the council in this way to the present day is a nonsense of a very high order indeed. This is the main reason for the alienation of the council from its own boards and from the polytechnics.

If the council is to have a significant future it should be reconstituted to consist largely of teachers and academics active in the client polytechnics and colleges. Only then will the bureaucracy find again its proper place, as servant rather than would-be master of the system. And the council's role should be modified so that of licensee of degrees awarding instead of that of the degree awarding body. A "partnership in validation" would be a hard reality rather than a mere platitude if it were a partnership of mutually respecting peers.

A council so constituted working in this spirit could play a valuable role, not merely in maintaining standards, but also in acting as a champion of the public sector, a role which the CNAA has so dismally failed to fulfil.

If Sir Keith Joseph is not prepared to modify the CNAA along such lines he must surely propose an alternative. He cannot justify the continuation of existing arrangements. There is no precedent or justification for the withholding of degree awarding powers to such substantial institutions as polytechnics. Only recently the Privy Council awarded a charter to a much lesser institution which had failed in its bid to obtain CNAA validation.

There is a case for a national procedure to safeguard standards, in the public sector but also in the university sector. There is a case for maintaining funding of the polytechnics through the DES or the local education authorities rather than the University Grants Committee. There is a case for the polytechnics to continue and to expand sub-degree work. There is a case for polytechnics not becoming universities in the currently understood British use of that term.

But there is no argument based on any of this to justify the new polytechnic graduate being told in July: "We are awarding you this degree, but we are not really awarding it, and you cannot be told formally that you have graduated, but you have, and you might receive formal confirmation before Christmas." This is graduation by a nod and a wink and it will not do.

Sir Norman Lindop has a great personal responsibility because he chairs a committee to make recommendations on this question which includes few people with much relevant experience. There is some fear abroad that this committee could produce a maverick report which could threaten to postpone for several years a reasonable solution of the problem.

If only the Committee of Polytechnic Directors had the standing and the confidence to speak and act with real authority! A simple announcement by them that after 1985 the polytechnic will award their own degrees would save us all a lot of worry and trouble.

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BRITAIN'S BEGINNINGS 4: Simon Keynes wonders what Alfred would make of 'Rule Britannia'

The conception and unification of Britain

When the British public was first exposed to the rousing strains of "Rule Britannia", in the middle of the 18th century, few would have cared whether the historical context of its appearance was at all appropriate, sung by King Alfred the Great in celebration of his victory over the Danes, as the climax of Dr Thomas Arne's *Alfred: a Masque*. One suspects, perhaps, that fewer still would care today. But what would King Alfred and his contemporaries have made of the song? Would they have invoked the personification of Britain, or would they have fastened on some other unifying principle?

The questions are not quite so frivolous as they might appear, for various principles were available in the Anglo-Saxon period and it is a matter of some interest to ask which contributed most to the process of unification and how they were able to make their effect. The principles include physical geography, political divisions, racial origins, language, and religion, operating on their own or in any combination. It is hardly surprising, therefore, that conceptions of unity took different forms in different minds at different times.

The concept of "Britain" itself, as a geographical or political entity, was born long before the Anglo-Saxons appeared on the scene in the 5th and 6th centuries. The more learned among them would always have been familiar with "Britain" as a name for the island they inhabited, bigger than the combined political divisions of their own people and subsuming the Celtic lands of Cornwall, Wales and Scotland. And from time to time certain Anglo-Saxon kings were hailed by their admirers as rulers of the whole land.

Thus the historian Bede remarked of Edwin, a 7th king of Northumbria, that "he held under his sway the whole realm of Britain, not only English kingdoms but those ruled over by the Britons as well," and of Edwin's successor Oswald that "he held under his sway all the peoples and kingdoms of Britain". It is unlikely that the actual power of these kings remotely approached such grand dimensions, but the standard was set for others to follow.

In the 8th century, King Aethelbald of Mercia was styled "king of Britain" and his successor Offa was addressed as "the glory of Britain", while in the 9th century King Egbert of Wessex was designated *Bretwalda*, apparently signifying "ruler of Britain"; but in their cases as well, the accolades have more to do with literary hyperbole than with political reality.

Certain events in the 10th century were interpreted from an English point of view as involving British rulers, of Welsh and Scottish origin, of the superiority of the Anglo-Saxon king, giving further encouragement for the English to indulge in a fantasy of rule throughout Britain. The fantasy found its first "official" expression during the reign of Athelstan, who is styled "king of the whole of Britain" on some of his coins, and thereafter it became a commonplace.

It is well to remember, however, that the Celts themselves would have seen things in a very different way.



Adomnán of Iona had described King Oswald of Northumbria as "emperor of the whole of Britain", and King Alfred the Welsh biographer Asser addressed the king as "ruler of all the Christians of the island of Britain", but there were special reasons why these particular Celts should have held these kings in such high esteem.

The 10th-century Welsh poem *Armes Prydain Vawr* "The Great Prophecy of Britain" is perhaps more likely to reflect a general feeling. The poet expresses his deep resentment of the English for their oppression over the centuries, and foretells of the day when the Celtic peoples of Britain would unite against the interlopers and drive them from the land. Clearly, there was no place for the English in his conception of Britain.

Yet though "Britain" is found from the beginning in the search for the unifying principles of English history, the more significant matters were the formation among the Anglo-Saxon peoples of the sense of their collective "English" identity, and the process by which this sense of identity was realized politically in the unification of England; and for all the references to kingship throughout Britain, they nevertheless regarded themselves as British.

The use of "English" as a term embracing the different peoples of Anglo-Saxon England seems to have owed more in origin to an outsider's need to find a convenient form of reference, than to a native vision of collective identity; but the term soon gained currency in England itself as an expression reflecting the unity of the people as Christians, and in this sense it was adopted by Bede for his *Historia Ecclesiastica Gentis Anglorum* (written in 731). Needless to say, Christian unity was scarcely more at this stage than an ideal promoted by the Church in its own interests, and it would be some time before the ideal was transformed into a reality acknowledged and felt by the people themselves.

Several kings in the 7th and 8th centuries managed to establish positions which gave them authority beyond the frontiers of their respective kingdoms, and it is sometimes supposed that these early overlords saw

themselves moving on the path which would lead to the unification of all the English peoples. The most powerful of them was Offa of Mercia, but it is doubtful that he was motivated by any love of unity for its own sake; his song, if anything, was *Mercia über alles*. The overlords may have ironed out divisions which had previously existed within their own kingdoms, but they contributed relatively little to the process by which overall unification was eventually achieved.

The overlordship established by Egbert of Wessex in the 820s and 830s proved to be of greater significance. The compiler of the *Anglo-Saxon Chronicle* associated Egbert with the series of earlier overlords, and in one version of the *Chronicle* a scribe went so far as to call him, in this connection, the 8th *Bretwalda*; but with our advantage of long-distance hindsight, it would seem more appropriate to regard him as the first of the line of West Saxon kings whose collective achievement was the political unification of England.

Egbert's contribution was to break the Mercian domination of south-eastern England, and his immediate successors not only capitalized on this achievement but also cultivated an alliance with the kings of Mercia, suggesting that the old divisions were at last giving way to a new sense of community. The process was accelerated (and the sense enhanced) by the activities of the Vikings, who effectively overturned the political order, in East Angles, Northumbria and Mercia, leaving Wessex in a position to assume the lead.

It was King Alfred the Great (871-909) who cast himself in the role of the leader of all the English against the Viking invaders, and who transformed the notion of collective identity from one which reflected an ecclesiastical ideal into one which was intended to serve a political end. In 886, according to the *Anglo-Saxon Chronicle*, "all the English people that were not under subjection to the Danes submitted to him", an event which may imply that they were required to take a general oath of loyalty to the king, soon afterwards, Alfred acted with "the councilors of all the English race" in concluding a treaty with the Danes of East Angles, and in his charter he is accorded the style "king of the Anglo-Saxons", apparently reflecting recognition of his position as leader of the amalgamated English people.

But Alfred's Anglo-Saxons were more than people defined by race; they were a people defined by their political and economic interests, and it was these

language and political circumstances: for to judge from his law-code, he regarded the confederacy of which he was the leader as one whose customs were rooted in the legislation of the Old Testament, and it would seem to follow that he saw the Anglo-Saxons as the new chosen people of God.

Alfred also received the submission of the several rulers of Wales, and it is in this context that we may understand Asser's description of him as "ruler of all the Christians of the island of Britain". Asser's *Life of King Alfred* was written for consumption by the Welsh, not least to provide them with a picture of their English overlord and to encourage them to trust in his good intentions. It is to this end that Asser presents Alfred's struggle against the Vikings as a holy war (Christians against pagans), as opposed to a war between peoples (English against Danes), as in the *Anglo-Saxon Chronicle*, presumably in the hope that the Welsh would thus be able to identify themselves more readily with King Alfred's cause.

It is conceivable, therefore, that Asser would have been willing to sing "Rule, Britannia" on the king's behalf; but the king, one suspects, would have jibbed at the last line of the chorus, and would doubtless have preferred the sentiments of Blake's "Jerusalem".

Yet grandiose notions of unity, whether inspired by the Church or by King Alfred the Great, were not in themselves sufficient to bring about effective unification. The chronicler who recorded Alfred's death may have claimed that he "was king over the whole English people, except for that part which was under Danish rule", but this was how a loyal and devoted subject would naturally have seen the late king's position.

The transformation of the kingdom of Wessex into the kingdom of England was not achieved until the second half of the 10th century, and only then after a long and difficult struggle; moreover, it was as much a political struggle to persuade the English to accept the rule of a single king, as it was a military struggle to extend the king's authority over the areas which had previously been settled by the Danes.

It is clear, for example, that West Saxon control of Northumbria could only be maintained if the Northumbrians themselves were willing to accept it; and it was some while before they realized that their political and economic interests would best be

served by throwing in their lot with the southerners, rather than by retaining their former links with the Scandinavian rulers of Dublin or by seeking to establish their own independence.

If one has to identify any period as marking the end of the struggle, it would probably be the reign of King Edgar (959-75). Contemporaries may well have felt the same, particularly if they pondered the significance of their reformed coinage (uniform throughout the land), or if they attended the king's lamborne in 973, when the several years of his peaceful rule were celebrated with what appears to have been a second coronation, at Bath. Soon after that event Edgar coaxed an eight of British kings down the river Dee; but if Edgar was pleased to regard this as a sign of their subservience, and so himself as king throughout Britain, the rowers for their part must have been laughing secretly all the way back to the bank. Judged purely in political terms, the unity of the English people had originated as an ideal developed in response to a threat from outside, and successive kings of Wessex had done their best to impose it from above; but when it finally came to have a semblance of reality, it was only as a result of a movement from within.

The unity achieved during the peaceful reign of Edgar was a fragile thing. Much still depended on the ability of the king to command the loyalty of his people, and in times of stress that loyalty could never be taken for granted. The kingdom cracked apart at the seams under external pressure from the Vikings, during the reign of Aethelred the Unready, and it threatened to do the same under the internal pressure of secular politics, during the reign of Edward the Confessor.

But it is a sign of the progress made under the later Anglo-Saxon kings that when civil war loomed in 1052, it was averted by some feeling of national unity; in the words of the chronicler, "it was hateful to almost all of them to fight against men of their own race; for there was little else that was worth anything apart from Englishmen on either side; and also they did not wish the country to be laid the more open to foreigners through their destroying each other". A few years later, one such foreigner achieved what they had tried so hard to avoid, but he had to do so by his own force.

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Map of the world as seen through Anglo-Saxon eyes: this one is in the British Museum and currently in its Golden Age of Anglo-Saxon Art exhibition.

BOOKS

Local colour

The Longest Journey
by E. M. Forster
The Aldinger edition, volume two
edited by Elizabeth Heine
Edward Arnold, £37.00
ISBN 0 7131 6421 2

The Longest Journey is hard to place. Despite some critical hostility it has always had its admirers and is still in print in paperback - though no one now perhaps finds it as exciting as did I. A. Richards and some of his contemporaries.

In those days it was welcomed for brushing aside the veils of Edwardian self-deception, especially as embodied in the cult of the school. Herbert Pembroke, with his belief that Sawston School was the world in miniature, is one of Forster's best creations.

When one good custom seemed likely to corrupt the school, he was ready with another... It was he who instituted Bounds, and Coll, and the two sorts of exercise-paper, and the three sorts of caning, and 'The Sawstonian', a bi-terminal magazine. His pump finger was in every pie. The dome of his skull, mild but impressive, shone at every masters' meeting.

If Forster had written wholly in that vein there would have been little to argue about. But there was a good deal more going on. He wanted to convey the sense of magic which he had experienced when he first went up to Cambridge and found himself in the company of the Cambridge Apostles, at a time, just before Bertrand Russell, Lytton Strachey and Maynard Keynes, when 19th-century idealism was still strong. The Cambridge he valued also showed a strict regard for seriousness and truth, a characteristic which he embodied in his young philosopher Sawston. But he also knew that there lurked a problem which troubled him as it had troubled the Romantics who preceded him. Love seemed to be the greatest value known to the human race, yet it could also be bewilderingly treacherous, bearing out sometimes in a physical transfiguration which proved yet to be impersonal, having little to do with the active personalities of the people involved. Rickie, who puts a good deal of faith in the imagination, is betrayed by his recognition of Agnes Pembroke's passion for her dead lover into a marriage with her - and so into the unreality of Sawston; he is equally betrayed by his love for his dead mother into a relationship with Stephen Wonham (his half-brother by her) which depends for its survival on his belief that her spirit is alive in him.

There is a further idea at play, which Forster relates to an experience when he went up on to the downs in Wiltshire and talked idly to a lame shepherd there. He does not explain why the encounter was so important,

but it seems likely that he took to him as a man who was inclusively himself, unclassifiable, not to be put in anyone's pigeon-hole, yet whose alien quality was in no way threatening. Stephen Wonham, who dominates the last part of the novel, has a similar quality.

The question that runs through it as a whole is the one that the budding philosophers discuss in the opening scene. What is reality? At one level the answer is clear: Wiltshire is real and Sawston is not; but that does not satisfy Rickie, since it says nothing about the status of the human imagination. Does the imagination make the world more, or less "real"? Is he right to want to live by it? The cold Mrs Failing does not think so, and on his deathbed he agrees with her; yet Stephen, paradoxically, comes to think he was right. There are unsolved questions here, and it is not clear whether the author himself had an answer to them.

Forster discussed this novel more than any other of his fictions, often in opaque terms. He wrote to the critic Peter Burns of the way in which he had "insisted" on doing things wrong in it, ascribing that insistence not to incompetence but to "a perversity the origins of which I can no longer trace". But although he acknowledged here and elsewhere that the novel had flaws he did not say where he thought they lay, apart from a casual remark to Angus Wilson: "Yes, Rickie - I could kick him for his lame leg, you know". Elizabeth Heine's splendid new edition helps with many issues, but not the

central one. Her notes provide all the local colour one could need. Her reproduction of the manuscript variations shows where Forster had most difficulty in working out what was in his mind and includes a strange fantasy chapter in which Stephen Wonham goes almost berserk in the midst of nature. Forster's remark that Mrs Failing was based on his Uncle Willie prompts the publication of his paper about him to the Bloomsbury Memoir Club - though this reveals more about the Northumbrian gentry at the turn of the century than about Mrs Failing. She is also anxious to establish Rickie's lameness as a symbol of homosexuality, and adduces evidence that it was believed to be hereditary at that time, yet does not succeed in showing how a reading of the novel gains from such an identification, since Forster's homosexuality works less as a theme than as a subtext. Rickie's lameness as a symbol of homosexuality is a theme that as a spokesman condition of his existence. Its chief importance for him artistically was always to make him aware of his need to make sense of a world in which he could not look forward to the comforts of family relationship or of having heirs to his name. Being an outsider in this way also gave him a sharp insight into the falsities of social life. Rickie's lameness has little to do with this.

Successes and flaws seem inextricably interwoven. Difficulties arise from a tendency to run together questions of the imagination, of the human spirit and of human morality, and to treat them in the same terms - which has something to do with the Apostles' habit of dividing people they knew into those who were, or were not "saved". A witty riposte to current Evangelicalism, it could be used to make a light point in a novel; but if used seriously it rebounded. Rickie's lapse into states of unreality is convincing enough, but requires a new kind of language to describe it; instead Forster uses terms which suggest a process of moral corruption. "Henceforward, he deteriorates..."; "...the spiritual part of him proceeded towards ruin"; "...he has lost something, certainly, but since he continues to behave decently, and even sacrificially, the use of such language fogs the issues."

The climax of the novel, which begins with Rickie walking out of Sawston and going off with Stephen Ansell, foreshadows the "escape into the greenwood" theme which was to be used more explicitly in *Maurice*; again, the chief problem is that such a resolute action, for whatever reason, works against the novelist's insistence that Rickie is going downhill spiritually. But the chief flaw in the working out of the themes lies in Forster's failure to show that Rickie's imagination was of a high quality. Since the tales he writes seem to be of a rather whimsical kind, lacking the satiric bite of Forster's own, it is hard to take them seriously enough. The case for the strong imagination which Forster was elsewhere to press on behalf of figures such as Blake, Coleridge, Keats, Shelley and Lawrence is thus undermined, and any implied reconciliation between the imagination and common-

sense reality in the last chapter relies on a reading with the grain of the novel, an assumption of ironies which are not fully signalled.

Whether he realized it or not, the "perversity" to which Forster ascribed the flaws in his novel was probably his own tendency towards masochism. It was this which led him to make his hero physically crippled, weak in personality and less powerfully imaginative than his creator. Thus weakened he could not stand as a convincing protagonist of the themes that Forster was propounding, so that any spiritual victory was won in spite of himself. Forster was later to find better form for what he had to say, allowing more play to his skill at ironic understatement. Yet for all its contradictions *The Longest Journey* remains attractive as a fiction to think with. Using a deliberately impersonal word, Forster himself described it as his "preferred" novel; he also said that it had never ceased to work in his mind. Elizabeth Heine's achievement is not only to set it in its Edwardian context - which it in turn illuminates - but to bring out more clearly the themes of love, imagination and the sense of reality which he continued to meditate on - and which he would deploy more guardedly and more successfully when he came to his novel about the English in India.

John Beer

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Between Scott and Dickens

The Victorian Novel before Victoria:
British fiction during the reign of
William IV, 1830-37
by Elliot Engel and Margaret P. King
Macmillan, £22.50
ISBN 0 334 369 05 5

Elliot Engel and Margaret P. King consider some of the novels written in the reign of William IV, a neglected period in the history of English fiction. They devote separate chapters to Captain Marryat, Edward Bulwer-Lytton and Benjamin Disraeli and in the last main section discuss historical, "silver-fork" and comic novels as important subgenres. This procedure involves repetition, since the three principal novelists reappear in this last section along with Harrison Ainsworth, G. P. R. James, Mrs Gore, Lady Blessington, Theodore Hook and R. S. Surtees. Because the Newgate novel, dealing with criminal life, overlaps with the historical novel, it is treated only cursorily, despite its popularity and notoriety at the time.

As has often been suggested, the novelists of the 1830s were writing in an interregnum between Scott and Dickens. Engel and King, perhaps influenced by George Levine's *The Realistic Imagination* (1981), see a conflict in the novels between roman-

tic and realistic tendencies, with the latter emerging as the "normative fictional mode", which was to predominate in Victorian fiction. They relate this literary trend to a new spirit of reform and respectability that emerged on the death of George IV. They take a developmental approach, claiming that the seeds sown in the 1830s resulted in a "second great flowering of the British novel" in the later years of the century. That these seeds also led them to find fault with any indulgent use of fantastic and bizarre material. Marryat's remarkable *Swallowtail* is marred, in their opinion, by "violence and grotesquerie for their own sakes" and Surtees's comedy in *Jorrocks's Jaunts and Jollities* is impoverished by being "bawdy, brittle and slightly rancid".

For the authors, Disraeli's *The Young Duke* unsuccessfully conveys something of Victorian realism and moral earnestness. They admit that the imaginative powers are shown in passages of romantic description but they would probably disagree with Roger B. Henkle's assertion in *Comedy and Culture* (1980) that the novel "succeeds because it asserts and reveals in its own art whenever possible". As their analyses of particular novels reveal, they know how complex are the relationships between romantic and realistic elements; it is regrettable, then, that they should be generally constrained by an oversimplified theory of literary evolution.

They rely a good deal on secondary sources and could have made more use of first-hand contemporary responses. *Fraser's Magazine*, *Blackwood's*, *the Westminster Review* contain some vigorous pieces. They occasionally write awkward English and their quotations are not always accurate. But they thoroughly survey their chosen field and give full accounts of many novels now virtually forgotten. Some of these (the works of G. P. R. James, for example) are safely neglected but others are worth reading if only for the light they can shed on major novelists. Despite the criticisms I have made of Engel and King's underlying argument, I agree that Dickens and Thackeray, to name only two, were influenced, both positively and negatively, by some of the novelists treated in this book. A reading of comic and "silver-fork" fiction of the 1830s illuminates *Pickwick Papers* and *Vanity Fair* respectively. Affinities exist between Marryat and early Dickens. In addition, some of the novels are worth reading for their own sakes. The comedy of Marryat and Surtees retains its energy and *The Last Days of Pompeii* can reward a reader tolerant of its inflated prose. Engel and King provide an informative and, for the most part, enjoyable and even significant English fiction.

Donald Hawes

Donald Hawes is head of the department of language and literature at the Polytechnic of North London.

Denis Wolland

Denis Wolland is emeritus professor of American literature at the University of Manchester.

BOOKS

Lofty ideals

Scholarship and Nation Building:
the universities of Strasbourg and Alsace
1870-1939
by John E. Craig
University of Chicago Press, £27.60
ISBN 0 226 11670 0

Imagine a commission to found a new university: facilities for teaching and research to be the envy of every established rival; salaries to be nearly double those offered elsewhere, with retirement on full pay at 65; budget to be the largest of any university in the country; endowment to be sufficient to guarantee immunity from political interference; and the entire venture to be a spearhead for reform in higher education. This was the vision of Baron Franz von Roggenbach, nominated by Bismarck to plan the University of Strasbourg when Alsace and Lorraine became part of the German Empire in 1871.

Roggenbach had been the leading minister of the state of Baden, had taken a keen interest in school reform and had done much to enhance the reputation of the Universities of Freiburg and Heidelberg. He was one of those rare figures whose cultivation and intellectual stature make them equally at home in academic and political circles, a latter-day Wilhelm von Humboldt. On the face of it no one could have been better equipped to make the vision a reality.

Although the ambitious plans for Strasbourg had to be scaled down, Bismarck being no soft touch for imperial funds, Roggenbach's achievement was truly remarkable. Within a decade or so the promising young professors he had appointed (on average fifteen years younger than those in the rest of Germany and twenty-five years younger than those in Berlin) established a high reputation for modern scholarship. The library was the largest of any university in the world and the new purpose-built institutes and clinics were considered more suitable for teaching and research than those of other European universities.

This very model of a modern university was taken to symbolize the triumph of 19th-century German scholarship. The professors saw it as a patriotic mission to establish Strasbourg as a bulwark of learning free from the

constraints of religious teaching and as an expression of the superiority of the *Kulturstaat*. Their lofty ideas were, however, quite out of tune with a society far too provincial, prosaic and practical to be exhilarated by such an infusion of high culture. The Germanizing role of the new university antagonized the francophile bourgeois class, while the potentially more germanophile popular classes were alienated by the slight to their religious convictions. You lose some, you lose some. The university was a long way from being the apt instrument of nation-building that the professorate imagined it to be. Even when a Catholic theological faculty was proposed as a way of reconciling scholarship and catholicism it was widely seen as a Trojan horse for secular teaching. The cathedral chapters of Metz and Strasbourg declared that the morale of Alsatian Catholics would be undermined if candidates for the priesthood entered buildings decorated by statues of Luther, Calvin "and other heroes of the so-called Reformation", while for the university professors the only good Catholic was a lapsed Catholic.

The new faculty was none the less established in 1903 but just how long a haul it was going to be, to bed the German university firmly in the soil of Alsace was never to be known. In 1918 it was back to square one - from *Université à université*, nation-building in the opposite direction.

Under French administration Strasbourg was once again to have favoured treatment, with the most generous budget of any university outside Paris.

Between the Acts

The Closed Shop in British Industry
by Stephen Dunn and John Gennard
Macmillan, £20.00 and £7.95
ISBN 0 333 26202 6 and 26203 4

At least 5.2 million people, a quarter of all employees, were estimated to be working in a closed shop in 1978. Even though the numbers have declined since then, the provisions of the 1984 Trade Union Act, which require that workers wishing to continue an existing closed shop, or to start a new one, will have to obtain an 80-85 per cent majority in favour in a secret ballot, could have a dramatic effect upon union organization in Britain. Many trade unionists fear that this threat to the closed shop could severely weaken the trade union movement. Why else

Like their German predecessors the new professors had a sense of patriotic mission. They were determined to assimilate and transcend German scholarship by imbuing their work with characteristically French clarity of thought and expression, and by moving from the German strength of analysis to the French strength of synthesis. In this way they believed they could shift scholarly hegemony in Europe from Germany to France. But they too failed to integrate the university into the life of Alsace. The interwar period was one of growing resistance to the *rayonnement* of French culture. And when the authorities did begin to make concessions to the particular interests of the province they were once again stopped in their tracks by a world war.

There is an uncanny symmetry to the absorbing history of the universities of Strasbourg and it is admirably traced in this study. Sensitive in its analysis of attitudes to higher education and nation-building in Alsace and Lorraine, it also provides an unusual perspective on the other political complexities of the Alsatian question. Beyond this it yields more general insights into the development of higher education in Europe, above all the tension between academic interests and political imperatives. One or two chapters are a shade overladen with questions, but otherwise this is comparative education research at pretty near its best.

Arthur Hearnden

Arthur Hearnden is general secretary of the Independent Schools' Joint Council.



"The Founding of Dartmouth College in 1769", a 19th-century engraving from *Compus: an American planning tradition* by Paul Venable Turner (MIT Press, £42.00).

should one of the major printing unions, the National Graphical Association, have been prepared to risk fines of over £500,000, sequestration of its assets, and civil damages in its fight to defend its closed shop in the industry during the 1983 Stockport Messenger dispute?

It might therefore seem surprising that Stephen Dunn and John Gennard should be fairly optimistic about the future for the unions. But this is where their thorough and patient review of the evidence provides a crucial corrective to the impressions thrown up by the dramatic and widely reported conflicts. Their study is based upon a large number of interviews with industrial relations managers and employers' association and trade union officials, a postal questionnaire, and an analysis of a sample of 136 written closed shop agreements. They sought information on both the extent of different types of closed shop in the late 1970s, and management views of their role and effects. Some earlier studies had suggested that many em-

ployers liked the closed shop because it enabled unions to police their agreements more effectively. In contrast, the authors found that many managers had become less sympathetic to the closed shop in recent years.

Their book starts with a review of the public debate over the closed shop, and then presents the results of their survey for 1978, followed by an analysis of the growth of the closed shop since the mid-1960s and the reasons for this. They also review its impact upon management and industrial relations and on individual workers before concluding with speculations on future developments.

Perhaps the most important finding is the change in the nature of the closed shop since the major study carried by Lord McCarthy in the early 1960s. At that time, the predominant form of closed shop had been the "pre-entry" shop in which workers had to hold their union card before they could get a job in a particular area. This pattern of organization had indeed been associated with bitter strug-

gles by unions to gain recognition and to defend their membership base.

Such closed shops still exist in many areas, and the NGA was defending one such closed shop in the 1983 Stockport Messenger dispute. But as the number of closed shop agreements increased and they spread to new industries their nature changed, especially in the middle 1970s when their extension was favoured by legislation which made it easier to dismiss employees for refusing to join a union where there was a closed shop. The greater part of this expansion was in "post-entry" shops, under which there is only an obligation to join a union after joining the firm. These now represent over 80 per cent of all closed shops. The authors argue many of this later generation of closed shops came after unions and employers had already established long standing arrangements for bargaining over pay and conditions. In such cases the closed shop agreement had become merely the "last piece of the jigsaw" and ceased to be either a weapon against management or a way of enabling unions to police their agreements more effectively.

Another feature of the newer closed shops is the large number of non-members tolerated. In addition to religious and similar objections which have long been accepted, existing employees who were not already members were often not obliged to join. Thus as many people covered by the new closed shops were already members the membership loss, should the agreement be ended, would be correspondingly smaller.

The inevitable question is whether this view of the growth of the closed shop leads one to be too optimistic about the future of the union membership and organization after the 1984 Act. It is not just the NGA and a few diehards who have opposed the recent legislation, but the Trades Union Congress and the great majority of its constituent unions. Although some of this may be part of a blanket opposition to the use of law to regulate collective bargaining, what may have seemed merely a last piece of the jigsaw in a period of growing membership and much lower unemployment, could serve as a useful bulwark against the erosion of membership in a much less favourable economic and political climate.

The book is clearly and interestingly written, and will help us to understand some of the conflicts over closed shop ballots likely in the coming year.

David Marsden

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In-depth studies

A Critical Introduction to Twentieth Century American Drama
volume 1 (see Tennessee Williams, Arthur Miller, Edward Albee, by C. W. E. Bigsby
Cambridge University Press, £25.00 and £7.95
ISBN 0 521 25811 1 and 27717 5

Of all forms of American literature, the last to be accepted in this country as meriting close scholarly attention was the drama, but a three-volume study issued by a university press surely establishes it. This volume, the second, concentrates on three dramatists of international standing: Tennessee Williams, Arthur Miller, and Edward Albee. Their greatest precursors, Eugene O'Neill, was the central figure in Dr Bigsby's first volume; he is most unlikely to find for his third another to approach their stature.

Williams, Miller, and Albee, each receive detailed critical analysis. Com-

parisons with each other and with other writers (often non-dramatic and sometimes non-American) are suggested. Bigsby makes extensive use of manuscript material such as notebooks, letters, and early drafts to trace the genesis and development of individual plays and to relate them to other works by the author or events in his life. A number of Miller's early unpublished plays are examined in detail, and an unprecedentedly thorough and balanced assessment of the Jewish element in his work is based on similar material. Albee is shown, contrary to his own assertions, to have written a number of unproduced plays before *The Zoo Story*.

The effect of all this material - and indeed of the book as a whole - is to extend and deepen the reader's understanding of the work of these playwrights, but without forcing any unexpected or drastic revision or reevaluation of it as a whole. Familiar problems are entered, but we are not encouraged to dismiss the charge, though next time we encounter it we shall be better equipped to deal with it. Williams is the dramatist with whom Dr Bigsby seems least at ease and most on

the defensive. Sympathetic, informed, and constructive as his approach is, it cannot totally eliminate the impression of self-indulgence, posturing, and repetitiveness that makes the Williams canon less challenging than Miller or Albee's.

Despite the book's title, the readers most likely to benefit from it are those to whom the field is not totally new. Dr Bigsby's focus is on the themes of the plays, particularly in their social and political contexts, and on the relation of the plays to their times. All this is important and capably done, but the newcomer might expect from an introduction rather more on their impact on the theatre: plots are briefly outlined, but the type would be helped (as he is exceptionally in the discussion of *Death of a Salesman*) by more on such topics as dramatic structure, dialogue, character development, and differing interpretations of the same role by different actors. Similarly, references to the text to at least some of the significant illustrations would heighten their significance. (Incidentally, most deserve a better quality of reproduction.)

What happened to some of the plays on transfer to the cinema can also be

illuminating, and some people must have been introduced to Williams and Miller through scripts written specially for that medium, filmed, and subsequently published. *The Misfit* is considered briefly as an extension to *Death of a Salesman*; Miller's self-identification with one aspect of it is quoted but not mentioned at all, any more than in his novel *The Roman Spring of Mrs Stone* or the film of it in which, Vivien Leigh starred; Miller's short stories are similarly ignored, though at least one of them is germane to his concept of Jewishness. Moreover, the bibliography seems excessively selective: not only does it give no complete listing of the works of the three dramatists, but there is by no means the depth of available and useful critical bibliography on them that it implies. True, a newcomer should not be spoon-fed, and much of this information is available elsewhere, but, if so, a critical introduction should at least point him in the direction of it.

Denis Wolland

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Donald Hawes

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External forces

Perspectives on Higher Education:
eight disciplinary and comparative views
edited by Burton R. Clark
University of California Press, £22.80
ISBN 0 520 05151 3

This volume represents another product of the interest in comparative higher education stimulated by Professor Burton Clark. It stems from a meeting of higher educationists held at the University of California at Los Angeles where each contributor was commissioned to consider higher education from a different disciplinary standpoint. The impact of Burton Clark's major study *The Higher Education System* is much apparent both in Burton Clark's own contributions and in the occasionally reverential references to it in other chapters. The idea of bringing together scholars from several countries in the fields of history, economics, politics, sociology, organizational behaviour, cultural and scientific studies and policy analysis, each to peer through their own disciplinary spectacles at higher education, is an attractive one because much has been fun for the organizer and the participants alike. The resulting essays might, however, have had more than a whiff of academicism about them: had not some of the authors seen fit to depart somewhat from their brief either by breaking out of their discipline or by tackling their subject piecemeal.

Of the British contributions, Maurice Kogan and Gareth Williams provide clear and well thought out

disciplinary based studies, while Tony Becker's, albeit rather tentative cultural analysis, offers genuine new insights into the way disciplines differ and the impact such differences can have on organizational structures and the intellectual environment of an institution. Such an approach looks closely to Clark's view of higher education as "bottom heavy" and deserves further research.

Perhaps the two most interesting chapters are Martin Trow's analysis of status and Simon Schwartzman's study of the development of science in Latin American higher education systems. Trow points out the enduring nature of status in higher education, how institutional rankings have remained stable through periods of very rapid expansion so that in the US and the UK the elite institutions pre-expansion remain the elite after expansion. He describes the stratification of higher education systems and the extent to which, almost throughout Europe, the intrusion of state authority has led to the creation of lower status sectors: intended to be differentiated from the universities by their vocational orientation. He concludes that not even governments of the right favour higher education development being determined by market forces because of the independence shown, he suggests, where reliance on the market education, is an attractive one because much has been fun for the organizer and the participants alike. The resulting essays might, however, have had more than a whiff of academicism about them: had not some of the authors seen fit to depart somewhat from their brief either by breaking out of their discipline or by tackling their subject piecemeal.

Of the British contributions, Maurice Kogan and Gareth Williams provide clear and well thought out

western norms, often on the basis of close links with prestigious US universities. Such systems could not hold under the pressure of political instability and very rapid student growth. The political positions adopted by the left resulted in academic influence from the US being regarded as tainted, while the political positions of the right were unsympathetic to university reform. Political polarization was such that radicals in national politics were mostly conservative in university matters. Scientific research moved out of the universities into specialized institutes; dedicated researchers moved to other countries.

Trow and Schwartzman introduce an important element which is not emphasized in the organizational approach to the study of higher education, the realization that institutions and systems of higher education are as much creatures of larger political, social and cultural systems as they are entities of their own. Trow, for example, uses Australia as a case study to show how an elite university system has been named and transformed into a sector of a unitary system of higher education increasingly managed and controlled by state authorities. Schwartzman describes how higher education in Latin America is isolated from the rest of society with the consequence that students are trained for obsolete professions while scientific institutions work in outmoded subjects with outdated methods.

This volume of essays, and Burton Clark's concluding chapter, make stimulating reading but the recognition of the role of external forces in attempting higher education adds an additional dimension to the study.

M. L. Shattock

M. L. Shattock is registrar of the University of Warwick.

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BOOKS

PHILOSOPHY

Removing obstacles

Wittgenstein on Meaning: an interpretation and evaluation
by Colin McGinn
Blackwell, £12.50
ISBN 0 631 13764 5
Wittgenstein: a critique
by J. N. Findlay
Routledge & Kegan Paul, £14.95
ISBN 0 7102 0330 6

Wittgenstein's manner of presenting his philosophical ideas has, in spite of its great literary merits, proved a serious obstacle to the understanding both of his early and of his later philosophy. In the *Tractatus* the difficulty arises mainly from the dogmatic presentation of his theses. In the later writings the place of clearly-stated theses is frequently taken by aphoristic remarks which, like the *response* of the Roman jurists, are not intended to serve as preliminary aids to the eventual construction of a systematic theory, but are regarded as the only adequate way of expressing their author's views. The conviction of many commentators that Wittgenstein's remarks are as obvious to them as they appeared to him, combined with radical disagreements about their meaning, is one of the main sources of the ever increasing secondary and tertiary Wittgenstein literature, which is sometimes both tedious and repetitive. However, both Colin McGinn and J. N. Findlay present novel approaches.

McGinn's principal aim is to exhibit Wittgenstein's later theory of meaning and to show that those of its features which he finds questionable do not and should not obscure Wittgenstein's important central insights. His second aim is to show that a recent interpretation of Wittgenstein's philosophy, due to Saul Kripke, is wholly inadequate. According to McGinn, Wittgenstein rejects three widely

accepted theses: first, that to mean something is to be the subject of a mental state or process; second, that to understand a sign is to interpret it in a particular way; and third, that to use a sign in accordance with a particular rule is founded upon reasons. Wittgenstein's positive view consists according to McGinn in the acceptance of the thesis that to understand a sign is to have a technique or custom of using it. Because the thesis, as formulated by McGinn, is central to Wittgenstein's philosophy and because it is also one of the main subjects of controversy, McGinn rightly discusses it in great detail.

He makes in particular two important points, one exegetical, the other philosophical. The former consists in arguing that Wittgenstein does not hold a 'community view' of meaning—that is, a view according to which a person's following a linguistic rule makes sense only if one relates the person's behaviour to the behaviour of some community of rule-followers. The philosophical point consists in arguing that—quite apart from exegetical questions—the community view is incorrect and has to be replaced by an individualistic view.

It seems highly unlikely that any agreement about the exegetical point will emerge. My own inclination is towards the community view—mainly because the key-terms used in Wittgenstein's account of following a rule are either terms which like 'custom' can be qualified as social or personal or terms like 'institution' which are by definition social. Yet in spite of such exegetical disagreement one can (as I do) agree with McGinn that a reasonable account of rule-following need not imply the community view and that—contrary to Kripke's exegesis—it is not the case that unless Wittgenstein accepted a community view, he would have been committed to scepticism about meaning. One might add that since both a community and an individualistic view are internally consistent, the question whether human beings are individualistic or community rule-followers turns out to be empirical and of less importance to the philosophy of language than it is in the Wittgenstein literature.

While McGinn's essay is intended to contribute a critical discussion of Wittgenstein's later theory of meaning with a defence of its central features, Findlay's book is intended to discuss and to refute completely both the philosophy of the *Tractatus* and the rather different later philosophy, which found its final, if not its definite, expression in the *Philosophical Investigations*. Findlay's discussion might be considered as an attempt at passing judgement on

the opposing claims of two philosophical traditions: a 'philosophical intentionalism', whose modern founder was Brentano and to which Meinong, Husserl and some of their followers belong; and a 'linguistic philosophy' which is strongly influenced by Frege and Russell and whose two chief representatives are, in spite of some radical differences between them, the early and the late Wittgenstein. The differences are in the main based on the assumption, made in the *Tractatus* and later relinquished, that the form and content of the world is constrained by a logic of the Frege-Russell type (more precisely, by a somewhat extended two-valued truth-functional logic). Where the early and the late Wittgenstein agree is on the one hand in the rejection of intentionality, that is, of mental phenomena, characterized by a consciousness of possibly non-existent objects; on the other hand in the acceptance of the general doctrine that a person's world is somehow determined by his language.

Contrary to McGinn, Findlay regards Wittgenstein's rejection of intentionality as a fatal flaw and Wittgenstein's acceptance of the thesis that the meaning of words and sentences consists in their use as wholly misconceived. He tries to show that the feeling of intellectual satisfaction which the 'meaning-is-use' slogan may arouse, is bound to fade away once one compares the use of words and sentences with the use of hammers and other instruments, in particular when one compares the rules followed in these two cases. Among his arguments which demand serious consideration are the following. One is the phenomenological point—made also by some linguists—that a teacher can specify the correct use of a locution to a pupil only if he gets him to see situations 'from a particular angle or in a particular light' which goes beyond seeing them as purely physical situations. The other is the logical point that since according to Wittgenstein every rule permits of an infinity of alternative interpretations and since we can therefore never maintain that in asserting any statement whatever one is not on some interpretation following a rule, the statement permitting its infinity of interpretations is self-refuting. Wittgenstein's theory of meaning places us according to Findlay ultimately into 'a world of usage sustaining itself by its own inherent, standard-setting power, and without deference to anything but itself'. His final verdict is that Wittgenstein 'has offered us no adequate philosophy of language, nor of logic or mathematics, nor of mind... nor of anything abso-



Wittgenstein

lute and transcendent', but that his 'immense importance and depth as a philosopher' is nevertheless 'truly evident'.

A problem which is never far from the minds of McGinn, Findlay and other critics and commentators and which occupied both the early and the late Wittgenstein, is the question to what extent, if any, rule-following is a creative activity. The proposed answers, which range from a strict realism to a boundless constructivism, resemble each other in treating all linguistic rules as being of one type. If this approach seems to have proved rather sterile, it may be worthwhile to make a fresh start by acknowledging and taking seriously some *prima facie*

differences between various types of rule. An example would be the contrast between, on the one hand, rules governing the legal concept of a warrant and other concepts the application of which involves recognizing borderline cases and precedents and on the other hand rules governing the mathematical concept of a prime number and other concepts the application of which proceeds without these complications.

Stephan Körner

Stephan Körner is emeritus professor of philosophy at the Universities of Bristol and Yale.

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Set to rights

Theories of Rights
edited by Jeremy Waldron
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ISBN 0 19 750653 3

Gewirth's Radical Rationalism critical essays with a reply by Alan Gewirth edited by Edward Regis Jr
University of Chicago Press, £25.50 and £10.60
ISBN 0 226 70691 7 and 70692 3

Moral theories giving a central place to the concept of 'rights' have become popular in recent years. This trend is in my view regrettable. I do not suggest that the concept has no place in moral theory; its place, however, is a secondary one. Appeals to rights do not, I think, provide fundamental reasons for moral conclusions; rather, statements about rights always have to be justified using other moral concepts. And any moral theory formulated primarily in terms of rights can, if it is a plausible theory, always be re-formulated less confusingly in other terms.

Again, reviewing the distinctions between right-based, duty-based and goal-based theories, Waldron suggests that the view of rights as strict side-constraints on action is more properly to be seen as a duty-based rather than a right-based theory, since it must appeal to certain agent-relative conceptions of the relation between action, intention and foresight (of a kind traditionally associated with the doctrine of double effect). But if such a paradigmatic instance of a 'rights' theory turns out after all to be something else, will not any 'rights' theory likewise be found to rest on something more basic?

Waldron's collection reprints some valuable essays. Their merits, however, are in many cases detachable from a concern with rights. Margaret MacDonald's famous essay 'Natural Rights' is mainly concerned with issues, typical of its time, about the logical status of moral utterances in general, and not just of talk about rights. Another well-known article, Gregory Vlastakis' 'Knowledge and Justice', defends the idea of the equal worth of all human beings and explores its implications for our understanding of justice. Certainly Vlastakis thinks it important to formulate his theory of justice in terms of rights, but I am not convinced that such a formulation adds anything to the theory. An excellent article by Alan Gewirth purports to defend the existence of absolute rights. It does this impressively, but what is responsible which could support any version of moral absolutism, whether or not couched in the language of rights. Again, the essays by David Lyons and P. M. Scanlon defend

conflicting views of the relation between rights and utilitarianism. Both essays, however, illuminate primarily the utilitarian side of the relation, and the adequacy or inadequacy of a two-tier rule-utilitarianism.

The remaining four essays cannot in the same way be said to have their real focus elsewhere, since they are directly concerned with the case for giving rights a fundamental place in moral theory. The three which attempt to support that case all seem to me to fail. H. L. A. Hart's classic article 'Are There Any Natural Rights?' argues that if we acknowledge uncontroversial specific moral rights such as those created by promises and other transactions, we are accepting the need for a special justification for interfering with another's freedom, and thus recognizing a natural right to freedom. However, while it may be true that special justification is needed for a right to interfere, it does not follow that what is interfered with is a (natural) 'right' to freedom. Hart does not explain what is gained by calling this a 'right', and when used thus the word has none of the special connotations what Hart elsewhere wants to emphasize.

Likewise, J. L. Mackie's affirmative answer to the question 'Can There Be a Right-based Moral Theory?' demonstrates, at most, the importance of the value of freedom. He argues that if we set out to formulate a goal-based moral theory, but then recognize the diversity of people's goals, we shall have to give a central place to people's right to choose how they shall live. This may indeed be a way of showing the centrality of the value of freedom; but why does that give us a right to such freedom?

Ronald Dworkin's work on rights is distinctive in trying to link the concept with equality rather than with liberty. His 'Rights as Trumps', however, does not only show why a utilitarian theory should count as discount

particular kinds of preferences; it falls a long way short of showing that one has a right to have one's preferences counted.

I take the one wholly successful essay in the volume to be the only new article, by Joseph Raz, arguing that morality is not right-based. He shows very clearly how the focus on rights obscures the importance of collective goods such as living in a cultured and tolerant society or in a beautiful environment, and most interestingly, living in a society which provides the conditions for personal autonomy. One of the most impressively systematic of recent right-based theories is that of Alan Gewirth. The overall theory is only alluded to in Gewirth's contribution to the Waldron collection, but is fully set out in his book *Reason and Morality*. The core argument goes like this: any human agent must recognize that freedom and well-being are necessary conditions of his being able to pursue his purposes; he must therefore hold that, as an agent, he has rights to freedom and well-being; hence, to be consistent, he must hold that all human agents have these same rights.

Of the essays collected by Edward Regis, those by R. M. Hare, Kai Nielsen, D. D. Raphael and W. D. Hudson show conclusively that this argument will not work. Not surprisingly, a major non sequitur is the move from saying that freedom and well-being are necessary conditions of agency to saying that they are rights. And the two most interesting essays, by Marcus Singer and Reinhold Bonn, show why such an argument could not work, grounded as it is in the fruitless ambition of deducing a complete moral theory from a single foundational principle.

Richard Norman

Dr Norman is senior lecturer in philosophy at the University of Kent.

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BOOKS

PHILOSOPHY

A unified vision

Hume's Philosophy of Common Life by Donald W. Livingston
University of Chicago Press, £27.60
ISBN 0 226 48714 8

The last two decades have seen a sharp rise in the number of commentaries on Hume, both in those of a general nature (Penelhum, Capaldi, Stroud, Norton), and in those focusing on a single aspect of Hume's writings (Gaskin on religion, Brice on the mind, Mackie and Harrison on morality, Miller and Forbes on politics). What is distinctive about *Hume's Philosophy of Common Life* is that Livingston attempts to present Hume's epistemology, and his writings on history and politics as the expression of a single unified vision. Hume's overall thought, he argues, is "structured by historical narrative categories".

What this amounts to in practice is that all our ordinary concepts have a temporal dimension. In part, this is an individual phenomenon, and in part it is social. For, in the first place, I cannot have a full grasp of the concept of X unless at an earlier time I have had experience of X. Secondly, the concept will be governed by social conventions, and a grasp of what these are is possible only by adopting an historical perspective. Livingston sees essential links between these ideas on the one hand, and on the other both Hume's interest in history as such, and also his insistence that in politics, notions like obligation and legitimacy make implicit reference to the past rather than, for example, to timeless abstract principles.

Can the real Hume, one wonders, really be so different from the picture painted by earlier commentators? The answer to that question must be no. Livingston fails to sustain his interpretation for two distinct sorts of reasons. One textual and one philosophical. As regards the first, Livingston's use of the text is partial and indiscriminate. For example, he argues that Hume believes constant conjunction is a sign of a necessary causal link between events, rather than what constitutes such a link. There are indeed passages which will support this interpretation. But equally there are other passages where Hume does explicitly tell us that constant conjunction constitutes physical necessity, and Livingston simply fails to integrate these into his overall account of the text.

The second major weakness is philosophical. What has given authority to certain commentaries in the past, (e.g.



David Hume

accustomed to think of him in quasi-positivist terms. Livingston's Hume takes meaning primarily in terms of rules for the use of words, he accepts the existence of necessary synthetic statements, he believes in rationalist-style causal connections, he thinks that the practice of science presupposes a belief in the existence of God, and (perhaps most surprising of all) he thinks that there is a kind of transcendental justification (in the Kantian sense) for our belief in the external world.

One final grouse concerns the index. It is difficult to take seriously an index which does not contain such crucial Humean concepts as association, custom, impression, nature, reason, and scepticism.

Nicholas Everitt

Nicholas Everitt is lecturer in philosophy at the University of East Anglia.

The ends of reason

Kant's Critical Philosophy: the doctrine of the faculties

by G. Deleuze

translated by Hugh Tomlinson and Barbara Hanley

Athlone Press, £16.00

ISBN 0 485 11249 3

Gilles Deleuze's short book asks the question how Kant's three Critiques are related as parts of an overall philosophy. The answer, Deleuze tells us, is to be found in what Kant has to say about the *ends* of reason and the *ends* of reason which differ in nature.

These interests form an organic and hierarchical system, which is that of the ends of a rational being.

To elucidate this we need to consider two senses in which Kant speaks of faculties, one where they have to do with the relationships of a representation in general, the other in which attention is directed on the source of the representations concerned. The first produces the triad: knowledge, desire, pleasure and pain; the second is concerned with the sensibility, imagination, understanding and reason. The Critiques inquire respectively whether the three faculties of knowledge, a high

faculty of desire and a higher form of feeling; unsurprisingly "a faculty has a higher form when it finds in itself the law of its own exercise". Faculties in the second sense make their appearance in each field, but do so in different relations and with different roles. Thus understanding is "chairman of the faculties" when man pursues his speculative interest. However, the speculative interest is subordinate to the practical, since understanding legislates only for phenomena while practical reason addresses beings who are more than phenomenal. This explains why the final end of existence as we know it is man as a moral being.

How does this fit the Critique of Judgement, the most baffling and at the same time the most fascinating of Kant's major writings? Deleuze admits that, though there is indeed a higher form of feeling in delight in the beautiful, it does not define any interest of reason; nor is the faculty of feeling legislative as its companion faculties are. But he claims that what Kant calls "aesthetic common sense" is not only functions on its own, but further makes possible its logical and moral counterpart: the harmony between imagination and understanding which underlies judgements about the beautiful must be a "different form of understanding judgement". The third Critique thus takes the argument of its predecessors further, both in this way and in mediating the transition from nature to freedom by its emphasis on

construed satisfactorily in the standard natural terms.

Following the French practice of differentiating sharply between historical and systematic studies in philosophy, Deleuze makes no attempt to evaluate Kant's argument, but simply to expound and connect. Taken in his own terms he is open to criticism not so much for misinterpretation as for passing over points too quickly: his book is all too short. That imagination has an intelligible role in the first Critique is asserted, rather than argued; how its activities relate to those of "reflective judgement" in the third is not made plain. The general outlines of the case stand out clearly, but the detail is often elusive. Against the book is written with a breadth of vision and an eye for significant particular points which are not to be overlooked. True, the questions it asks are not those which readily occur to students of Kant in this country. But that can only enhance the value of the work, which moves with ease and conviction over what many philosophers would dismiss as trackless wastes. It was certainly worth translating, though it is a pity that the translation consistently renders "le Souverain bien" as "the good Sovereign".

W. H. Walsh

W. H. Walsh is emeritus professor of philosophy in the University of York.

BOOKS

PHILOSOPHY

Germanic tradition

Conceptions of Liberty in Political Philosophy

edited by Zbigniew Pelczynski and John Gray

Athlone, £18.00

ISBN 0 485 11236 1

Dr Pelczynski and Dr Gray have put together a very useful collection of essays on the various conceptions of liberty that are to be found in the works of their chosen philosophers. They distinguish "conceptions" from "concepts" (a word made fashionable in the 1940s by Gilbert Ryle) because they think that "concept" is best reserved for the formal elements of a single idea which give it its meaning, while "conceptions" may be as numerous and various as the interpretations philosophers put upon the concept. Not everyone will see the need for this distinction. Sir Isaiah Berlin entitled his celebrated inaugural lecture "Two Concepts of Liberty", but in later writings he spoke alternately of "two conceptions" and "two concepts" of liberty, recognizing no significant differences of meaning.

Berlin's argument, to which constant reference is made in this book, is that there are two major concepts – or conceptions – of freedom in the history of ideas which can be classified as positive and negative liberty. "Negative liberty" was Berlin's name for the traditional liberal idea of negative liberty. "Neither Locke's nor Kant's view of liberty was negative," he writes, "nor can J.S. Mill finally be characterized as a negative libertarian." Who, then, did expound negative liberty? The contributors to this book seem all agreed – Hobbes and Bentham, neither of whom was a liberal, and both of whom wanted to identify freedom with anarchy in order to magnify the state. The idea of "negative liberty" fits well into

pression "positive liberty" sounds good, and "negative liberty" sounds bad. Berlin's terminology came to be adopted even more eagerly by the enemies of liberalism than by its friends.

Long before Berlin, Hegel used – if he did not introduce – the distinction between positive and negative liberty, and as Dr Pelczynski points out in an excellent contribution to this book, Hegel was in many ways the greatest exponent there has ever been of metaphysical and collectivist conceptions of freedom. Berlin's most noted predecessor as a champion of liberalism, Benjamin Constant, drew a distinction in a lecture he gave to the Athénée Royale in 1819 between "modern liberty" – the right of the individual to live according to his own lights, as described in the writings of such philosophers as Locke – and "ancient liberty" – the rule of a community over itself, as advocated by such philosophers as Rousseau. Constant's argument was that "modern liberty" was the only option for the modern world, and that "ancient liberty" was no longer practicable. He feared that modern liberty might be lost in the pursuit of ancient liberty, although he thought some element of ancient liberty might be recovered in modern democracy.

Constant's categories – and his political sympathies – were much the same as Berlin's, but he would never have called liberal freedom "negative" because he did not see it as negative. And indeed John Gray, in a sympathetic and well-argued analysis of Berlin's theory, is hard pressed to find an example of a liberal philosopher whose conception of freedom is "negative". "Neither Locke's nor Kant's view of liberty was negative," he writes, "nor can J.S. Mill finally be characterized as a negative libertarian." Who, then, did expound negative liberty? The contributors to this book seem all agreed – Hobbes and Bentham, neither of whom was a liberal, and both of whom wanted to identify freedom with anarchy in order to magnify the state. The idea of "negative liberty" fits well into

theories which seek to diminish liberty.

The extent to which Locke's conception of freedom was a positive one is clearly brought out in Professor James Tully's essay, which also shows that "conceptions of liberty in political philosophy" do not draw their inspiration from philosophy alone, but are often – and in Locke's case perhaps mainly – developed in response to experience and arguments in the sphere of practical politics. Dr Roger Hausheer, on Fichte, examines a remarkable case of a theorist who progressively transformed a philosophy of freedom into an ideology. Professor Jeffrey Paul shows how Rawls's *Theory of Justice* can be read with advantage as a theory of liberty.

There are, indeed, so many good things in this book that no student of the problem of political freedom can afford to ignore it. And yet there is something very odd about it. The editors seem to have taken all too seriously Hegel's claim that "the Germanic nation was the first to realize that man is by nature free, and that freedom of the spirit is his very essence". For what this book offers is a survey which, after a brisk backward glance at freedom in ancient Greece – provided by Professor Richard Mulgan – omits medieval philosophy entirely, and deals with a series of predominantly modern, Italian and French philosophers are out; there is no chapter on Aquinas, Marsilius, Vico or Machiavelli; nothing on Bodin, Montesquieu, Tocqueville or Sartre. Only Spinoza, Rousseau and a few Anglophones divert the reader's attention from the pilgrimage from Kant to Habermas. Even Benjamin Constant, (like Rousseau a Swiss), receiving nothing but praise in these pages, is not accorded the honour of a chapter to himself.

Maurice Cranston

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Artistic confusion

Arts and Its Objects, second edition

with supplementary essays

by Richard Wollheim

Cambridge University Press, £5.95

ISBN 0 521 29706 0

Beauty Restored

by Mary Mothersill

Clarendon Press: Oxford University Press, £22.50

ISBN 0 19 824729 X

But Is It Art? The value of art and the

temptation of theory

by B. R. Tilghman

Blackwell, £15.00

ISBN 0 631 13663 0

These three books might be seen as illustrating both the extent and the diversity of Wittgenstein's influence on developments in aesthetics. This influence is not, however, chiefly the result of his rather scattered remarks on the subject, but rather of one short passage in *Philosophical Investigations* where he appears to suggest that our ability to apply general terms such as "game" or "number" need not rest on our having identified a property common to all games or numbers. At the time this observation suggested to some philosophers a new approach to the traditional controversies of aesthetics. For it seemed that those writers who had tried to answer the question "What is art?" by seeking a defining characteristic of art – beauty, expression, significant form – were victims of a confusion about the nature of language.

When the first edition of Richard Wollheim's essay *Arts and Its Objects* appeared in 1969, its impact on aesthetics stemmed partly from the impression that Wollheim had succeeded in using many of Wittgenstein's own ideas to cast light on these traditional controversies without resorting to a general theory of the sort apparently eschewed by Wittgenstein's account of language. Wollheim's own view, now form in the second edition of his book, is that what gives unity to this different set of defining properties, indeed he thinks that it is the unity of the

logical differences which appear when we compare sculpture and music, painting and literature. Rather it is that all are produced "under the concept of art", are aspects of one comprehensive social phenomenon comprising such things as museums, art appreciation, creativity, decisions about the environment and so on.

No doubt there is much of importance in Wollheim's account. The difficulty is to see what light it can throw on some of the puzzles which give rise to the demand for an aesthetic theory in the first place. How, for example, can it enable us to distinguish what belongs to the field of art from what does not? So it is not surprising that more recently some writers should have begun to doubt whether the case against traditional theories has not been overstated. It is a return to such theories which is proposed by Mary Mothersill in *Beauty Restored*. Nevertheless, Mothersill does not think of herself as denying Wittgenstein's insights. What Mothersill has shown was that there need be no simple determinate conditions for the application of a concept like that of art. Nevertheless, Mothersill believes that there is a property, namely beauty, which is as a matter of fact common to all works of art, though it is also common to those other things – roses, sunsets – which we find aesthetically pleasing.

One may, of course, have some reservations about whether the restoration of the concept of beauty to its traditional place in aesthetics is likely to cast much light on the problems there. Nor does Mothersill's discussion do much to dispel one's anxiety. Beauty, we are told, is "what causes pleasure". Since, as she herself admits, there is nothing which might not give pleasure to someone, this can scarcely be a distinguishing feature of what has aesthetic value, or indeed of anything which distinguishes the pleasure caused by what has aesthetic value from the pleasure caused by what has not. It is that it has as its object the aesthetic properties of objects. Unfortunately, this strongly suggests that Mothersill's whole account is simply vacuous. We are offered a distinguishing feature of those things which please us aesthetically. When we ask what this feature is, we are told that it is the property of giving that kind of pleasure.

But Is It Art? is written against the background of the apparent failure of such responses to Wittgenstein's work. But Tilghman, like Mothersill, fails far

ideas, shows simply that we have failed to learn the lesson of the *Philosophical Investigations*. For both Wollheim and Mothersill, such is the extent they differ over whether the theory of art in the traditional sense can be found, agree in supposing that it makes sense to look for one. And they agree also that if we are to distinguish what is art from what is not we need some general way of making this distinction.

It is just this claim which, according to Tilghman, Wittgenstein denies. For the question "What do all works of art have in common?" like the question which Wittgenstein considers "What do all games have in common?" simply lacks any clear sense. Certainly we can ask the particular question "What does this game have in common with that?" in the context of a particular interest which we have. Having learned five-card stud, we may wonder whether we shall be able to pick up the rules for contract bridge. But it does not follow that there could be any general theory of what constitutes a game. In the same way, the idea that we might find some general criterion for distinguishing what is art from what is not, independently of any particular interests or purposes, is mere confusion.

This is not, of course, to deny that we can intelligently ask of particular works of art or even whole movements, whether they are really art. Indeed, given certain developments in avant-garde art in the past century such questions have become of crucial importance. According to Tilghman, however, it is just a mistake to suppose that they might be settled by an appeal to general criteria. Rather they amount to requests to be shown the point of some particular artistic activity. I think that Tilghman would say that to speak of the point of art in general could only stem from a failure to understand Wittgenstein. If so, it is not an uncommon failure.

R. W. Beardsmore

R. W. Beardsmore is lecturer in philosophy at University College of North Wales, Bangor.

Duncan Forbes's 1975 book *Hume's Philosophical Politics* has been issued as a paperback by Cambridge University Press at £8.95. It presents Hume's political thinking as a "modern, empirically based system for a post-revolutionary era".

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BOOKS

PHILOSOPHY

Aristotle in action

Aristotle's Philosophy of Action
by David Charles
Duckworth, £24.00
ISBN 07156 1005 8
The Complete Works of Aristotle: the revised Oxford Translation, two volumes
edited by Jonathan Barnes
Princeton University Press, £53.00
ISBN 0691 09950 2

In philosophy "the theory of action" is as misleading a phrase as "the theory of meaning". It suggests a single question to which correspondingly unified answers are to be given. There is instead a wide range of questions which relate to the notion of action in various ways: questions about the nature and ontology of changes and the like - and thus about the conditions for identity and distinctness of actions, and the relationships between actions, events and processes; and questions about the explanation of purposive behaviour - and thus about the relation of action to its mental and physical antecedents, about the nature of desire, deliberation, intentional action and practical rationality, and the extent to which purposive behaviour in other animals should be afforded the same sorts of explanations which we give to human action.

Aristotle devotes no single treatise to all these questions, but offers answers to many of them in the course of various works, ranging from *Physics* to the *Nicomachean Ethics*. These answers, together with his discussions of other relevant topics, form the subject of *Aristotle's Philosophy of Action* by David Charles. It is no mere collection of essays on these issues; it makes him as central a figure in the philosophy of action as Frege is in the philosophy of language; his discussions deserve serious and systematic philosophical investigation. Charles rightly emphasizes philosophical here: his aim is "to bring Aristotle's pioneering contribution into direct and detailed contact with contemporary work of this type and in this way to assess its continuing philosophical value". His book contains a wealth of rigorous argument, develops deeply into a large number of important and difficult issues with considerable philosophical sophistication, and balances nicely the demands of exegesis and scholarship and current philosophical debate.

Charles's interpretative and philosophical claims are controversial and will not secure easy assent; but his arguments for them are forceful, and merit the attention of everyone in the

field. This makes it an especially pity that the book is extremely rugged and difficult, and his exact meaning sometimes hard to pin down. That said, *Aristotle's Philosophy of Action* is without doubt a major contribution to Aristotelian studies.

Charles's book covers a lot of ground, offering much to agree with and much to debate; here is a sample. He begins with Aristotle's account of *kinesis* (which he takes to mean "process") in *Physics* III and V, and uses it as the basis of an ontology of processes, events and actions. Here, as in a number of other places, Charles sees Aristotle as defending a middle ground left vacant by more extreme contemporary theories: in this case, Aristotle's position lies between the austere ontological parsimony of Davidson and the largesse of Goldman and Kim. Holding the middle ground is usually a chancy business: it is easier to appear lacklustre or ill-considered than to justify the hackneyed claim to be reaping the advantages of both extremes while avoiding their drawbacks. But Charles is right to feel that the extremes here are unsatisfactory, and the mid-position is very attractive.

The majority of the book is devoted to Aristotle's accounts of intentional action, practical reasoning, and those sorts of practical irrationality for which Aristotle uses the term *akrasia*. The foundation of Charles's interpretation is his ascription to Aristotle of a propositional account of desire. Charles defends the view that for Aristotle, a subject desires to do an action, A, if and only if (1) he accepts the proposition that A is good "in the way appropriate if his aim is to do what is good", and (2) he is in a state which causes him to do A if nothing else (including other desires) intervenes. It is to Charles's interpretation that the "mode of acceptance" of the proposition in condition (1) is different from straightforward belief that "A is good" is true. But I find myself still unsure just what this mode of acceptance is, and I remain unconvinced by Charles's arguments that something more than belief is required here anyway. There is in any case plenty of room for doubt that Aristotle did hold non-rational theories of desire, for he

seems to maintain that lower animals, which lack reason, lack the conceptual equipment to grasp propositions of this sort in any way at all; yet he seems no difficulty in ascribing genuine desires to them.

A natural way to explain the occurrence of an intentional action (say, picking up a glass) is to cite the psychological states of the agent - his desires, beliefs, and so forth. But there is also a physiological story to be told as to why the relevant movement of the hand occurred. One of the questions raised in Charles's final chapter is as to how these two very different sorts of explanation are related; this in turn raises the question as to how any mental process is related to the relevant physiological processes. Once again, he sees Aristotle as adopting a mid position of considerable subtlety between mind-body dualism on the one hand, and the view

range of contemporary materialist theories on the other - theories which claim that mental states and processes are numerically identical with certain physiological ones. Charles thinks that Aristotle succeeds in developing a theory which is genuinely materialist, but which none the less involves no identity claim; if he is right, Aristotle's theory needs to be pondered by all philosophers of mind.

Apart from the philosophy of action, Aristotle wrote on a vast range of subjects, from morals to metaphysics and from dissection to drunkenness. *The Complete Works of Aristotle: the revised Oxford translation*, edited by Jonathan Barnes, presents all of the philosopher's surviving treatises done into English, together with a generous selection of fragments and reports of his lost works, and a very generous collection of writings falsely or doubtfully attributed to him. This is a revised version of the monumental translation inspired by Benjamin Jowett's bequest and produced in 12 volumes mainly between 1908 and 1930. Three of the less reliable translations in the original edition, *Categories*, *De Interpretatione*, and *Posterior Analytics*, have

Being objective

Subjecting and Objecting: an essay in objectivity
by Max Deutscher
Blackwell, £17.50
ISBN 0631 13404 2

One might think from what is perhaps the natural way of reading the title of this book that it is concerned with the subjecting of people and their objections to this. The occasional reference in the book to Hegel's famous account of the master-slave relation might confirm that impression. Such a conclusion would, however, be wrong. Max Deutscher is concerned, fundamentally, with the notion of objectivity, although it is a cardinal aspect of his thesis that objectivity should not be regarded as having nothing to do with subjects, their points of view and their concerns. Objectivity and subjectivity are not just correlates; objectivity is not possible without a certain kind of subjectivity.

It is very difficult to explain Deutscher's reasons for holding this view, although what I have said may do something to explain why, in place of the abstract nouns, he prefers the gerundives of the title. Objectivity, he maintains, does not mean simply a withdrawn and dispassionate attitude to objects and other people; it implies a certain kind of involvement with them. Deutscher's book can be construed as a detailed spelling-out of that position with occasional diversions on to other things, including, towards the end, a discussion of certain philosophical theories such as idealism. It is difficult to explain his reasons for holding this view because the book is in many ways a paradigm case of argu-

ment by assertion. Almost every sentence contains a thesis and we are invited to consider the series of these and their interconnections and so whether we agree. In one way the book is amazingly rich; it covers a great range of subjects and surveys a considerable number of emotions, sometimes with interesting or disputable results. We are told, for example, that envy "is at heart a meaner emotion than jealousy, for jealousy is a form of love, even though a destructive one". Is that true?

Still, that insistence upon the necessity of an exposition of various emotions in an account both of objectivity and of deviations from this, together with the avowed purpose of making clear the delicate balance, is an objective view of other people, between a dispassionate contemplation of them and involvement with them. One would have to read it and read it to get the message clear. The only question is whether the writing is likely to make one want to do so. Over the method of argument one has in some way to construct the argument for oneself - and that in spite of a frequent invitation to deviation. Deutscher invites us often enough to pay attention to a variety of styles of philosophizing and he criticizes analytic philosophy for a general failure to do this. Deutscher was once himself an analytic philosopher and there is something of the enthusiasm of the convert in his style and approach. I wonder, however, how many readers will have the persistence and patience to follow him right through his book. It may be a book to be sampled for the occasional insight and frequent challenge rather than to be digested as a whole.

D. W. Hamlyn

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BOOKS

PHILOSOPHY

From Locke to Spock

Locke's Education for Liberty
by Nathan Tarkov
University of Chicago Press, £20.25
ISBN 0226 78972 1

Liberalism today faces a two-pronged attack. Critics on the left denounce the ruthlessness of laissez-faire economics and demands for self-help which erode the basis of the welfare state. Critics on the right attack liberal tolerance which they interpret as permissiveness of every form of vice; they attack, too, the atomizing community-destroying effects of an emphasis on individual rights, particularly those of women and children, and the substitution of public provision for the mutual support and interdependence of the family.

In *Locke's Education for Liberty* Nathan Tarkov proposes a reevaluation of the liberal attitude to the family - a reevaluation which attempts to dispel some of this contemporary dissatisfaction by presenting Locke in *Some Thoughts on Education* as an advocate of a form of domestic and educational liberalism capable of providing a basis for a society centred on individual liberty and equality.

Who are the enemies against whom this defence is mounted? They are not named, but implicit targets must include some modern individualists, some radical feminists and perhaps, as the representative of modern permissiveness in child-rearing, Dr Spock. But Locke's educational liberalism can hardly be secured against such diverse attacks. It is after all, a long road from Locke to Spock, and the physical details of the family regimen Locke recommended were of the kind that later notoriously prevailed in Victorian workhouses and educational establishments. Locke's background is not mentioned by Tarkov, but surely only a lifelong bachelor educated unhappily at Westminster and Oxford would recommend hard beds, irregular meals, leaky shoes and cold foot-baths in icy weather with corporal punishment to "bend the mind and supple the will"; at the same time categorically denying as exclusively either querulous whining or an attempt to get the upper hand over adults.

But, of course, this summary is in some ways unfair to Locke (though one might join with C. S. Lewis in feeling grateful for the beneficent obstinacy of real mothers and real children) and Tarkov is correct to emphasize the ways in which Locke's recommendations were an advance on the prevailing assumptions of his day, aimed at reducing a near-universal reliance on physical chastisement and presenting children as rational creatures whose questions are to be taken seriously and whose ultimate friendship, respect and liberty are the goals of education. To this extent then, it is true that Locke rejected the authoritarian patriarchal family in a way which parallels his rejection of the authoritarian state.

Nevertheless, it is liberty in the sense of self-mastery that he advocates for children rather than liberty in the sense of non-interference; the work ethic rather than the welfare ethic; and self-denial rather than self-expression and aesthetic sensibility. What Locke did not regard the child's desires as wicked in themselves, he believed that they needed to be made subject to reason. The interpretation of reason, though, was to be left to adults and imposed on children by habit, custom and conditioning. It is only because the aim is their ultimate freedom (in today's terminology: their "autonomy") that this can be described as a liberal approach and it means, as Locke acknowledged, that education must continually steer between the Scylla and Charybdis of repression and indulgence.

The aspect of Locke's theory which fits more easily with his politics is the separation of powers, he insists on the distinction between the family and the state. But Locke's contemporaries, as Tarkov

points out, the choice was a stark one between disorganized boarding and solitary tuition at home. It is understandable that Locke chose to recommend "liberty, civility and love" - this in spite of his view that the emulation of Schoolfellows, often *per se* Life and Industry into young Ladies. The essential point is, though, that Locke derives parental rights and power squarely from parental duty. Children's lack of reason provides the ground for this duty and explains both how natural freedom and parental power can co-exist without contradiction and why ultimate responsibility for their children's education belongs to parents.

Tarkov's conclusion is that for Locke liberalism, unlike anarchic modern varieties, the family can be the agency, not the enemy of individual liberty and equality. In Locke he finds political liberalism combined with educational conservatism - a juxtaposition more recently to be found in the work of F. A. Hayek. Educational liberalism itself is equated with the belief that rationally makes us free. The logic of this position is that if civil society is restricted to the preservation of the life, liberty and property of consenting individuals, then the repository of the

Total concepts

Marxism and Totality: the adventures of a concept from Lukács to Habermas
by Martin Jay
Polity Press, £25.00
ISBN 07456 0000 X

Professor Jay's new book is a survey of what he calls "western Marxism". Western Marxists, in Jay's definition, are those philosophical followers of Marx who were "born or came of intellectual age in continental western Europe". This definition serves to exclude people like Lenin, Rosa Luxemburg, Trotsky, who, according to Jay, "had less direct contact with Western European intellectual traditions". It also cordons off what is rather nebulously referred to as "Eastern Marxism", but whose main feature, one infers, was its acquiescence before Stalinism.

Thus Jay starts with Georg Lukács, who in his analysis provides the exemplar of this particular intellectual tradition, and continues with 13 chapters on 20th-century Marxists such as Sartre, Gramsci, Althusser and Habermas. The selection is comprehensive; the only apparent omissions would be perhaps Walter Benjamin and the later work of Lukács himself. Jay also provides a historical survey of earlier notions of "totality", and a final chapter assessing the relation of post-structuralism to western Marxism.

Jay's own earlier work was on the Frankfurt School; and in this book it is Adorno, who, together with Lukács, provides the book's theoretical anchor-point. In Jay's exposition the concept of "totality" is a leitmotif, unifying all the thinkers he discusses. This concept, Jay argues, is first established in the young Lukács's *History and Class Consciousness* (1923). In that book, Lukács initiated what Jay terms a principle of "expressive totality". This is the notion, broadly speaking, that our universe of social experience is projected from a single point of origin; that this point of origin can be understood as a kind of acting "subject", and that this, the "subject of history", in Lukács's phrase, is the historically ascendant class. Thus (in this interpretation of Lukács's position) we currently live under a totality which is the projection, or expression, of a central bourgeois subjectivity; and we look forward to its replacement by a new totality, created by the proletarian "subject".

Subsequent western Marxists, according to Jay, can be mapped out in terms of their relation to this idea. In particular, the work of Adorno emerges as a refutation of Lukács's position, and his attacks on monolithic totality are held to have "irrevocably demolished" the first, "expressive" understanding of the concept. This, in turn, foreshadowed post-structural-

Southern Illinois University Press has published volumes two and three of a projected 16-volume edition of John Dewey's later works (1925-37). Volume two covers the periods 1925-27 and includes essays, reviews, and *The Public and Its Problems*. Volume three covers 1927-28 and includes six articles Dewey wrote for *New Republic* entitled "Impressions of Soviet Russia". This volume also includes Dewey's five essays on education and an exchange with George Santayana. Each volume costs \$30.00.

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cultural and moral aspects of life must be the family. And although cultural and scientific knowledge has expanded far beyond the scope of the individual family to supply in the direct way that Locke envisaged, this still leaves scope for the distinctively liberal belief that control and responsibility for education belongs ultimately with the family rather than with the state.

This is the real point of intersection of Locke's political and educational views, and it is because education today is what society is tomorrow, that major philosophers such as Plato, Rousseau and Locke offered an educational philosophy hand-in-hand with a political philosophy. That a liberal theory of the family and education should be adumbrated from the University of Chicago comes as no surprise. But that it should be presented as an attack on and alternative to individualism needs more justification than only the brief closing remarks of Tarkov's otherwise interesting and illuminating study.

Brenda Cohen

Brenda Cohen is lecturer in philosophy at the University of Surrey.

ism's assaults on the "subject" as a simple, singular point, or as the creative source at the centre of a coherent universe. There are certain problems associated with Jay's argument, not least the fact that many of his thinkers do not use the term "totality" to any great extent. It is undoubtedly true that the first two essays in *History and Class Consciousness* place considerable emphasis on it; and it is also true that it appears prominently in certain other texts by "western Marxists" - for example, in Adorno's introduction to the positivism debate. Other thinkers discussed by Jay, however, do not place this stress on "totality"; at most they emphasize different categories which Jay then tacitly reads as the same thing (for example, "the whole", "the organic"). As a result, Jay's application of the term to some of his subjects seems forced - I am unsure why it should be so central to Marcuse's thought, for example.

This might not necessarily matter, because Jay is probably right in thinking that there is something in "totality" which could provide a useful key. But his exposition of the category is not nearly rigorous enough, relying too much on lists of names and references and too little on conceptual analysis. The result is that he produces a large number of different sorts of "totality" (expressive, extensive, individual, latitudinal, longitudinal, and more), without clearly explaining what he means by them, and without providing an adequate overall definition within which each subordinate kind of "totality" could be placed. Much of the time, in fact, Jay seems content to regard "totality" as, quite simply, "everything", or "the whole system".

As a result Jay often fails to do justice to the sophisticated concepts which Lukács and others were developing. His lack of a developed critical standpoint shows up particularly in the judgements he makes on his thinkers which avoid conceptual issues in favour of foggy parallels and trivial admittance. After a full and interesting exposition of Bloch's work, for example, Jay seems at a loss how to reach a conclusion. In his attempt, he throws up a cloud of names and references, veers through a résumé of Bloch's political escapades, and comes to a halt with a list of theoretical traditions Bloch was supposedly too intransigent to consider (including "modern hermeneutic theory", "the linguistic turn in philosophy", and "intersubjectivity"). "Totality" has got lost in all this; and Jay's assessment seems to be based mainly on the reproach that Bloch was less theoretically advanced than those who came after him. Such Whiggishness is a poor substitute for close and dispassionate reading.

Julian Roberts

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